DOCUMENT RESUME

ED 416 400 CE 075 884

AUTHOR	Swope, John A., Ed.
TITLE	Building Bridges to Tomorrow in Business and Marketing Education. Atlantic Coast Business and Marketing Education Conference Proceedings (15th, Raleigh, North Carolina, February 20-21, 1998).
INSTITUTION	East Carolina Univ., Greenville, NC.
PUB DATE	1998-02-00
NOTE	81p.
PUB TYPE	Collected Works - Proceedings (021) -- Reports - Research (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Basic Business Education; Business; Business Communication; *Business Education; Classroom Techniques; *Computer Uses in Education; Disabilities; *Education Work Relationship; Educational Needs; *Educational Practices; Employment Qualifications; Entry Workers; Group Instruction; Integrated Curriculum; Internet; Listening Skills; *Marketing; Multimedia Instruction; Problem Solving; Regional Planning; Sciences; Social Studies; Time Management; Training; World Wide Web

ABSTRACT

This proceedings includes the following papers: "Using Multimedia in Computer Applications" (Delores Barnhill); "Becoming an International Educator: Why, How, and What" (Ray D. Bernardi); "Online Courses--A Bridge for Education" (Phyllis J. Broughton); "Web Page Maintenance" (Linda Carr, Mary Cauley); "Teaching Suggestions to Help Students Prevent Identity Theft" (Donald W. Caudill, Robert P. Lambert); "Going into Business via the Internet" (Richard Clodfelter); "Bridging the Gap: An Integrated Project by Business and Social Studies Students Using Multimedia Presentations" (Joyce Cotten, Nancy Cope); "Marketing: Risking Change" (L. Keith Goins); "Effective Listening Skills" (Mary Alice Griffin, Donnie McGahee, John Slate); "Using the Web for Training" (Terry Harrison); "Linking Marketing Content and Education" (Ellis A. Hayes); "Marketing for Individuals with Disabilities" (Elisabeth J. Heininger); "Problem Solving Using Group Challenges" (Jack Henson); "Preparing Our Business Communication Students for the Future" (Carolyn Spillers Jewell); "The B*A*S*I*C*S of Citing Electronic Materials" (Dorothy L. R. Jones); "Hogs, Sand, and Fish: Building Bridges between Science and Business" (Randy L. Joyner, Jon E. Pedersen); "Building Bridges from School to Career in the Information Age" (Sue Y. Luckey); "Talking on Paper: Business Communication in the Information Age" (Beryl McEwen); "Workforce Skills Needed by High School Graduates for Entry-Level Employment" (Darlene Mobley, Randy L. Joyner, Henry A. Peel); "Putting 'Pizazz' into Principles of Business Using 'Economics at Work' in the Classroom" (Sue Moon, Amy Singletary); "Using Print Media to Teach Marketing" (William T. Price, Jr.); "Creative Uses of Mail Merge" (Bonnie Skelton, Clarence White); "Digitizing Images" (Steven S. Springer); "Classroom Management: Strategies and Implementation" (Allen D. Truell); "Getting the Most Out of Your Day: Time Management Strategies for Teachers" (Allen D. Truell); "Building Bridges to Tomorrow through Creative Teaching Strategies in Basic Business" (Randall L. Wells); and "Create Web Pages for Business Education Classes" (Patricia I. Wilson). (MN)

ED 416 400

Proceedings

Building Bridges to Tomorrow

in Business and Marketing Education

Fifteenth Atlantic Coast Business and Marketing Education Conference

Raleigh, North Carolina

February 20-21, 1998

CE 075 884

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J A Scarpe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

SPONSORED BY

Department of
Business, Vocational, and Technical Education
East Carolina University
School of Education
Greenville, North Carolina 27858-4353

Faculty and Staff

Dr. Ivan Wallace, Professor and Chairperson

Dr. Vivian O. Arnold, Associate Professor
Ms. Laura Gipson, Visiting Lecturer
Dr. Lilla Holsey, Associate Professor
Dr. Randy L. Joyner, Associate Professor
Mr. David Parke, Visiting Lecturer
Ms. Patricia B. Stallings, Lecturer
Dr. John A. Swope, Associate Professor
Mr. Wilbur Whitley, Visiting Lecturer
Mr. Scott Williams, Visiting Lecturer

Ms. Cynthia Smith, Department Secretary

Graduate Assistants

Ms. Amy Barnhill
Mr. Kevin Cummings
Mr. Stephen Moody

EDITORIAL STATEMENT

The ***Proceedings of the Fifteenth Atlantic Coast Business and Marketing Education Conference*** are published by the Department of Business, Vocational, and Technical Education, School of Education, East Carolina University, Greenville, North Carolina 27858-4353. The 1998 Conference, with the theme ***of Building Bridges to the Future in Business and Marketing Education***, was held on February 20-21, 1998, in Raleigh, North Carolina.

Proceedings of the 1998 Conference were reviewed prior to publication. Sincere thanks are expressed to the members of the review board who generously contributed their time and expertise to review the abstracts and papers submitted. Without their conscientious review, ***Proceedings of the Fifteenth Atlantic Coast Business and Marketing Education Conference*** could not have been published. The members of the 1998 review board were:

Vivian O. Arnold, Teacher Educator, East Carolina University

Hope V. Clark, Marketing Teacher, Pitt Community College

Susan B. Deans, Business Teacher, Vick Middle School

Deborah N. Pittman, CPA, Pittman Price Company

Thank you to all the authors who submitted abstracts to be considered for publication.

Special appreciation is expressed to **Amy Barnhill**, Graduate Assistant in the Department of Business, Vocational, and Technical Education at East Carolina University, for her assistance in conference planning and in producing these ***Proceedings of the Fifteenth Annual Atlantic Coast Business and Marketing Education Conference.***

John A. Swope
Editor

TABLE OF CONTENTS

USING MULTIMEDIA IN COMPUTER APPLICATIONS 1
Delores Barnhill

BECOMING AN INTERNATIONAL EDUCATOR: WHY, HOW, AND WHAT 2
Ray D. Bernardi

ONLINE COURSES--A BRIDGE FOR EDUCATION 5
Phyllis J. Broughton

WEB PAGE MAINTENANCE 7
Linda Carr and Mary Cauley

TEACHING SUGGESTIONS TO HELP STUDENTS PREVENT IDENTITY THEFT 10
Donald W. Caudill and Robert P. Lambert

GOING INTO BUSINESS VIA THE INTERNET 13
Richard Clodfelter

BRIDGING THE GAP: AN INTEGRATED PROJECT BY BUSINESS AND SOCIAL STUDIES STUDENTS USING MULTIMEDIA PRESENTATIONS 17
Joyce Cotton and Nancy Cope

MARKETING: RISKING CHANGE 19
L. Keith Goins

EFFECTIVE LISTENING SKILLS 22
Mary Alice Griffin, Donnie McGahee, and John Slate

USING THE WEB FOR TRAINING 24
Terry Harrison

LINKING MARKETING CONTENT AND EDUCATION 26
Ellis A. Hayes

MARKETING FOR INDIVIDUALS WITH DISABILITIES 30
Elisabeth J. Heininger

PROBLEM SOLVING USING GROUP CHALLENGES 31
Jack Henson

PREPARING OUR BUSINESS COMMUNICATION STUDENTS FOR THE FUTURE 35
Carolyn Spillers Jewell

THE B*A*S*I*C*S OF CITING ELECTRONIC MATERIALS 36
Dorothy L. R. Jones

HOGS, SAND, AND FISH: BUILDING BRIDGES BETWEEN SCIENCE AND BUSINESS 40
Randy L. Joyner and Jon E. Pedersen

BUILDING BRIDGES FROM SCHOOL TO CAREER IN THE INFORMATION AGE 44
Sue Y. Luckey

TALKING ON PAPER: BUSINESS COMMUNICATION IN THE INFORMATION AGE 46
Beryl McEwen

WORKFORCE SKILLS NEEDED BY HIGH SCHOOL GRADUATES FOR ENTRY LEVEL EMPLOYMENT 49
Darlene Mobley, Randy L. Joyner, and Henry A. Peel

PUTTING "PIZAZZ" INTO PRINCIPLES OF BUSINESS USING ECONOMICS AT WORK IN THE CLASSROOM 53
Sue Moon and Amy Singletary

USING PRINT MEDIA TO TEACH MARKETING 54
William T. Price, Jr.

CREATIVE USES OF MAIL MERGE 56
Bonnie Skelton and Clarence White

DIGITIZING IMAGES 60
Steven S. Springer

CLASSROOM MANAGEMENT: STRATEGIES AND IMPLEMENTATION 62
Allen D. Truell

GETTING THE MOST OUT OF YOUR DAY: TIME MANAGEMENT STRATEGIES FOR TEACHERS 66
Allen D. Truell

BUILDING BRIDGES TO TOMORROW THROUGH CREATIVE TEACHING STRATEGIES IN BASIC BUSINESS 70
Randall L. Wells

CREATE WEB PAGES FOR BUSINESS EDUCATION CLASSES 73
Patricia I. Wilson

USING MULTIMEDIA IN COMPUTER APPLICATIONS

Delores Barnhill
D. H. Conley High School
Greenville, North Carolina

Perhaps one of the most powerful tools available in the classroom today is the multimedia slide show. As educators, we have moved from the chalkboard, to the overhead, and now to the multimedia presentation. Multimedia, in brief, is using a combination of tools such as text, graphics, sound, animation, etc. to create presentations. Throughout most of their young lives, today's generation of students has been entertained by multimedia and animation. In order to "get their attention" and to compete with the many resources available to students, teachers must begin to use multimedia as a tool in the classroom.

Multimedia presentations begin in middle school. The new computer curriculum makes multimedia a part of the course blueprints in Computer Applications I and II. While there are various and numerous materials available to assist in teaching multimedia presentations, the capability of these programs allows for much greater use than most textbooks demonstrate.

What are the different uses of the multimedia program PowerPoint for business and marketing classes? Where does the teacher go when he/she has covered the multimedia section included in the textbook? How do you encourage students to use the tools they have learned? What should be taught that is not in the textbook? Specific topics that should be studied are:

- Creating a Basic Presentation Without the Textbook
- Encouraging Students to Create Multimedia Presentations
- Adding Sound to Presentations
- Using PowerPoint to Manipulate Graphics
- Slide shows as a Recruiting Tool
- Using PowerPoint in Preparing for VoCATS

Hopefully, in your studies as a teacher you will develop some ideas to help you broaden your instruction of multimedia presentations, as well as ideas for using this tool in your classroom.

Sources

Peck, Dave D. Multimedia: A Hands-On Introduction. Albany, NY : Delmar Publishers, 1998.

BECOMING AN INTERNATIONAL EDUCATOR: WHY, HOW, AND WHAT

Ray D. Bernardi
Morehead State University
Morehead, Kentucky

WHY should business teachers become international educators?

Business educators should consider that approximately one-half of U.S. firms buy or sell land, labor, capital, and goods and services across international borders. In addition, our workforce is becoming increasingly multi-cultural in that people from most nations of the world are seeking and many have gained entry into our country and job market. This trend, sometimes known as "Globalization," is characterized by the fact that other cultures will become part of our everyday life. Companies will be interconnected in a wide range of ways across country borders. Numerous languages will be spoken everyday in every company. A worker's colleagues will be situated, perhaps not next door, but in a different city or country.

This means that our institutions must do what they can to give students a more global or cosmopolitan outlook–one that will enable them to communicate and work in and with all cultures. Assuming that knowledge makes individuals more tolerant and understanding of other people and cultures, teachers should take advantage of every opportunity to provide educational experiences with international or multi-cultural content. This can be done in all business education courses if teachers know **HOW** to do it.

HOW can business teachers become international educators?

To become or be a better international educator, teachers can engage in some or all of the following activities (not listed in a priority order):

- Take advantage of every opportunity to learn more about other countries, their culture, and their people.
- Join professional organizations such as ISBE (the International Society for Business Education) to increase opportunities for international experiences.
- Take advantage of opportunities to teach in a foreign country.

- Utilize people with foreign backgrounds--either from your school or community--as visiting classroom speakers to add realism to the teaching of international education.

- Travel abroad as much as possible.

- Take students on foreign study courses--sponsoring business educators may get to go free.

- Obtain information and speakers from foreign embassies and consulates in the United States.

- Attend conferences with "international education" themes.

- Read journal articles on "international education."

- Take students on field studies that visit local firms involved in international trade.

- Consult web pages for an endless supply and variety of information about the countries of the world.

By becoming involved in just a few of the activities suggested above, teachers will get ideas to answer the **WHAT** question.

WHAT can teachers actually do in the classroom to be better international educators?

Business and education professional journals, special books and curriculum guides, and professional speakers at conferences are providing more and more examples of lesson plans and ideas aimed at teaching students about international topics. One good example is a well-developed assignment most often used in Business English/Communication, but which could be used in **any** business education class. The assignment involves students for several weeks as they determine the title of their project, i.e., the country about which they will report; collect the data needed for the project; and write a report. In the final weeks of the semester/year, students make an oral report using some of the data collected for the written report.

The U.S. Chapter of the International Society for Business Education has published a book which contains more than 100 ideas for teaching international topics. Publishers of business education curriculum materials have also developed office simulations with international content. Increasingly our textbooks are beginning to include international topics, either as discrete chapters or integrated into all chapters.

Business educators, we can do it if we want! Let's all become better international educators by answering the **WHY, HOW, AND WHAT** questions everyday as part of the educational experiences we are providing our students!

ONLINE COURSES--A BRIDGE FOR EDUCATION

Phyllis J. Broughton
Pitt Community College
Greenville, North Carolina

In recent years there has been increased interest in making online courses available through the Internet to deliver programs and courses in higher education. This expanded interest is related to the challenges facing higher education institutions today: increased operating costs, reduced enrollments of traditional students, reduced yearly course offerings, reduced financial support for upgrading computer equipment and software, and reduced numbers of faculty. To overcome these hurdles, particularly at the community college level, administrators are faced with the challenge of being able to identify the changing needs of the students and to meet these needs effectively and efficiently by including the increased use of technology (U.S. News & World Report, 1991).

Computer-Based Instruction and Adult Learners

With the Information Age upon us, research has shown that computer-based instruction has proven to be effective in post-secondary courses to address the needs of adult learners. These include the need for student-centered learning, plus self-paced and individualized study plans. According to the study of Dubois (1996, September-October), teachers and administrators are ready to take advantage of this revolution in learning using technologies. Dubois also points out that it is necessary to restructure today's institutions in order to provide for interactivity among students, teachers, and the technology. This involves the changing role of the instructor to one of guiding and facilitating students in self-paced learning, rather than simply imparting knowledge.

Online courses have targeted adult students by providing an opportunity to fulfill self-improvement goals. These online courses have also allowed busy adults the opportunity to obtain degrees without being tied to a class schedule, traveling long distances, or quitting their jobs. This transformation of higher education is changing from a facilities/faculties-centered environment to one that is more learner-centered.

Although instructional technology in the form of online courses has thus far had limited impact on teaching and learning in community colleges, Doucette (1994) states that enough has been learned to predict that technology will be quickly changing. It is believed that within the next decade the community colleges will offer online courses on a global scale. Students can earn degrees or certificates through cyberspace, never having to physically be on a campus for a specific time and class. An online course is a positive response to assisting adult learners who are unable to attend regularly scheduled classes because of family and work responsibilities.

Flexibility is Key

The perception of this new instructional delivery strategy introduces a unique set of capabilities that augment learning. Some of the attributes include text-based and place-independent learning, as well as offering communication that is computer mediated. It is interactive; it encourages active involvement. It also offers the learners control to present, receive, process, and manage information.

Experts indicate that the rapid change in technology is still highly experimental. It appears that success in the teaching and learning process is still associated with the enthusiastic, innovative, and creative instructors who encourage students to learn with new media. While there are articles advocating the interest and possibilities of online courses, it is a relatively new concept, with innovative possibilities for tomorrow's classes (Charp, 1997, May).

References

Charp, S. (1997, April). Strategies for bridging distances. T.H.E. (Technological Horizons in Education) Journal. 24(9), 6.

Doucette, D. (1994). Transforming teaching and learning through technology. In T.O'Banion (1994). Teaching and Learning in the Community College. Community College Press. 201-227.

Dubois, J.R. (1996, September-October). Going the distance: A national distance learning initiative. Adult Learning. 19-21.

U.S. News & World Report --Fifth Annual Guide to Colleges. (1991, September 30). 78-82.

WEB PAGE MAINTENANCE

Linda Carr
Mary Cauley
East Carolina University
Greenville, North Carolina

The creation of a website requires a tremendous amount of time, resources, and thought. Creating and placing web site pages onto the World Wide Web (WWW) is not a one-time procedure--it is only a portion of the ongoing creation process. This is a webmaster's responsibility. Once the site has been placed onto the Web, the real challenge lies in updating and maintaining it. Keeping the site current with accurate information encourages web surfers to return. New trends or developments in web site design should be incorporated into pages in order to attract new visitors and allow web surfers to return again and again. Poor maintenance is a sure way of turning away users, perhaps permanently.

Maintaining a web site means making sure the files and file directory structures have been placed onto the Web and are running properly at all times. Since coded documents and their related graphic components are linked in specific ways, any changes or additions that are made to existing documents or directories could affect or alter their relationship to one another. The most common result is that links are broken, images get mixed up, or pages do not load properly. User feedback, usually by e-mail, can assist in flagging these types of problems so they can be promptly resolved.

Start with a Well-Designed Site

Starting with a well-designed site is the most effective way to prevent exhaustive updates and maintenance. The more complex the site, the more maintenance it needs and the more it costs to maintain it. A well-designed site is a balance between designing to attract visitors to the site and designing for easy information retrieval. In fact, one study found that web users first concentrated on the content and structure of a web site rather than design when searching for information (Instone, 1997).

Regularly Update Your Site

Updating a site generally entails changing the content. This can be as simple as checking links to other sites to make sure they are current, or as complex as adding new multimedia developments or trends. Remember, adding new content doesn't necessarily mean removing the old. Types of dated material like job announcements, charter membership lists, conferences, articles or manuscripts can be useful to web users and should be archived. Make sure that archived information is organized in a way that is easy to access. A simple way of letting users know that the site has been updated is to add an update notation on each page.

Develop an Effective Maintenance Strategy

How is an effective maintenance strategy developed? Start by deciding how often the site should be updated and how extensive the updates need to be. Next, pay attention to what site visitors are doing and saying. This includes determining how many people visit the site and which pages are visited most frequently? New techniques are being developed almost daily to track which parts of a site are being frequented. One of the most common methods is to provide user feedback by e-mail. Use this information to identify and resolve technical problems and to guide decisions about what content to keep, replace or improve. Another tactic to find out who is reading the site is to ask users to sign a guestbook rather than using methods like tokens or cookies which pry on one's privacy. This gives visitors and surfers a chance to express their initial impressions of the site, product or company and gives the webmaster an opportunity to follow-up with e-mail, an important first step in establishing a continuing dialogue with the web site users.

Keep an Outline of Site Pages

If pressed for time or resources, maintaining a simple outline of all site pages, including printed copies of each page as it appears on the Web and the source html, can be very helpful. As the site grows or if someone else is given the responsibility for maintenance, this information will prove useful. Next, select and register the web address. Contact search engines and on-line directories to have them include the web site in their databases. This enables users to more easily locate the web site. Through meta tags in html headers, pages can be promoted on major search engines, which receive many thousands of hits per day, or one may pay an exorbitant fee to professional web promoters for a similar service.

Remember the Purpose

The web has changed how businesses and customers communicate. This communication formerly was conducted primarily through advertising and marketing of materials. It has now become a fast-paced interaction between companies and customers whereby customers engage in immediate and ongoing conversation through e-mail, video conferencing or discussion forums. Remember, building a great web site is only part of the creation process. If you build it, visitors will come, if they know where to go, but will they return? Dynamic pages registered with search engines should increase usability of the web site through visitors as well as web surfers.

Finally, there are web sites that keep one informed of new developments or trends that will assist in the creation of a dynamic page. They should routinely be checked out for new ideas to be incorporated into web sites. Dynamic pages could include having the color of a text heading change when a user passes a mouse over it or allowing a user to drag and drop an image to another place on a Web page. Dynamic pages allow web documents to look and act like desktop applications or multimedia productions. But beware before incorporating trendy upgrades to the web

site pages. One of the 90's most popular trends is to use multimedia on a web page. Many webmasters wonder whether this new level of sophistication truly adds value to a web site or if it is just using new technology as an expensive toy and not really understanding its' full capabilities.

Criteria for Building a Web Site

Whether or not new multimedia is used, certain criteria should be kept in mind when building or maintaining a web site. The site's overall appearance should be pleasing to the eye of the beholder. The basic elements of graphic design should be applied in the designing of each page. The web site should be easy to navigate through, and information should be easily located. New products and technology should be used with caution. Content quality should be of primary importance. A webmaster should constantly check links and programming codes for server and location changes. Communicate, communicate, communicate with visitors and surfers to the web site. (Piquet, 1997)

Summary

Once a web page has been created, it is the webmaster's responsibility to maintain it and to keep it current. Little is more frustrating than to access a web site which contains outdated, useless information. Set a specific schedule, appropriate for your information, to review your site and to keep it accurate and current. Promptly respond to web site feedback such as through e-mail messages. Routinely change the date listed on the home page to reflect the revised date. Your visitors will greatly appreciate your efforts. Keeping these criteria and steps in mind one can help enhance web site usability by harnessing the latest in computer technology to do more with less and build bridges into the future. Future technology is the internet!

References

Instone, K. (1997). In Search of Web Usability Guidelines. A Case For Conducting User-Tests. [On-Line]. Available: http://webreview.com/97/07/25/feature/index3.html

Pallatto, J. (1997, October). Web Document Management. ZD Internet Magazine, 113-117.

Piquet, L. (1997, October). Evolution of a World-Class Intranet Oracle's Web System Unites A Far-Reaching Sales and Marketing Staff For Easy Information Exchange. ZD Internet Magazine, 120-126.

Willmott, D. (1997)_. 1998's New Web. [On-Line]. Available: http://www.zdnet.com/pcmag/ insites/willmott/dw.htm

TEACHING SUGGESTIONS TO HELP STUDENTS PREVENT IDENTITY THEFT

Donald W. Caudill
Robert P. Lambert
Belmont University
Nashville, Tennessee

As marketing and business educators, we have an obligation not only to prepare our students for successful careers in the business world but also to help them become better consumers. This duty includes making our students aware of the various scams and methods through which con artists can take advantage of them. The FBI says "identity theft" is the easiest crime to commit and the most profitable. ***Money*** magazine called identity theft one of the five biggest threats to our privacy (Dowd, 1997).

What is Identity Theft?

Identity theft (or true-name fraud) occurs when someone steals or counterfeits evidence of identity such as a Social Security number, credit card number, driver's license number or mother's maiden name, and changes the owner's address without his or her knowledge. The most common way the crime is committed is getting access to pre-approved credit card offers people toss into the trash. The thief simply signs the application and changes the printed address to his/her own. In essence, this also results in the credit bureaus changing the address on their records making it easier for the criminal to receive additional credit cards. The credit card comes to the crook that simply signs the back of the card and makes purchases up to the maximum credit limit. Moreover, the con artist often obtains instant credit, rents an apartment, buys insurance, opens bank accounts and gets employed using the new identity. Because nothing is ever mailed to the victim regarding these transactions, he or she often does not find out until many months and thousands of dollars later. Quite frequently, the swindler has assumed another person's identity.

There are many case histories of identify thieves wreaking havoc on victims. Some people not only had their credit and reputation damaged, but some lost their cars, homes, and jobs. A few were arrested for crimes committed by the person who stole their identity. For example, one woman watched helplessly as her impostor (who had somehow obtained her Social Security number and a valid state ID card) ran up $40,000 in bills in two months (Reynolds, 1997). Another man conned a car salesman into giving him information from a credit report to assume the identity of a man with a similar name and ran up $50,000 in bills (Crenshaw, 1996). Yet another victim got her perfect credit history ruined by an impostor who charged $28,781.50 using her identity (Technology helps, 1997).

It is incredibly easy to obtain "private" information about people. Dowd (1997) wrote that a reporter was able to get her Social Security number, current and past addresses, home phone number, and the purchase price of her home and amount of her mortgage, plus other information for $136 from a company. The telephone book lists address and phone numbers; many company directories list home addresses, names of spouses and children; some Internet databases contain information that could be utilized by identity thieves (Gegax, 1997).

How Can Students Help Prevent Identity Theft?

Below are seven teaching suggestions that can help students prevent identity theft. These suggestions can be easily integrated into your current lectures.

- **Don't Reveal.** Students should be warned to never give out their Social Security, driver's license or credit card numbers, especially over the Internet or telephone (unless required by law to do so or unless they have initiated the call and/or have a business relationship with the company requesting the number).

- **Opt Out.** If requested, many magazines and catalog/mail order companies will not sell, rent or release your name and address. The Direct Marketing Association has a mail and telephone preference service. Ask all telemarketers to put you on their "do not call" lists. Contact the credit bureaus and request to be placed on a "no promotions" list.

- **Use Code.** When your Social Security number is requested, ask if you can use a code such as your mother's maiden name and/or one you create (i.e., a PIN). Most banks and utility companies will allow you to place a "code" on the account in which service representatives will not discuss with anybody without that code.

- **Confirm Information.** Order copies of your credit reports once a year (one bureau gives an annual free copy; the others charge $8 or so). Request a free copy of your Social Security Earnings and Benefits statement once every two years. Some people hire a firm to check their credit file for them while other people have a firm do a background check on them.

- **Shred Everything.** Personal documents such as credit card receipts, old checks, tax returns, and especially pre-approved credit card offers should be torn into pieces and made very unpleasant in the trash.

- **Make Difficult.** Ask the Telephone Company not to list your street address in the directory. Don't have your Social Security number printed

on your checks. Don't return warranty and product registration cards—simply staple your receipt to the filled out card and file away in a safe place. Try to substitute a P.O. Box number when you register to vote.

- **Act Smart.** Watch what you write on e-mail or view on the Internet, say on the telephone (especially cordless and cell phones), or do that might reveal private information unnecessarily. Remember always give the minimum. Avoid entering sweepstakes and contests and calling 800 and 888 numbers without using *67 (block). Tell firms with which you do business not to share your information with anybody. Don't carry your Social Security card in your wallet or purse.

Conclusion

In summary, business educators can assist students in protecting themselves from scams and swindles that are especially the easiest for criminals to commit--identity theft. This important information may be easily and quickly inserted into existing lectures. If one student is saved from the aggravation, pain, and cost of having his identity stolen, then it will be well worth the extra effort on the part of the instructor.

GOING INTO BUSINESS VIA THE INTERNET

Richard Clodfelter
University of South Carolina
Columbia, South Carolina

Internet shopping has become a force that no merchant can afford to ignore. Although sales are still relatively small, both large and small companies are developing a presence on the Net. What's the reason for this leap into cyberspace? American Express calculated that $4 - $6 billion would be spent making credit card purchases over the Internet in 1997, with sales increasing at an annual pace of more than 400 percent. Some researchers expect online sales to skyrocket to $117 billion by 2000. More conservatively, Forrester Research in Cambridge, MA, puts the 1997 sales figure at $2.4 billion, double last year's total. Forrester also found that 25 percent of the 40 million Internet users had purchased something online. Of course, Internet sales are still only a tiny speck in the $2.2 trillion U.S. retail industry.

The Internet has become an established alternative for selling computers, software, flowers, books, music, and travel. Already, 2-3 percent of computer hardware is purchased online; and 10 percent of the sales of 1-800-FLOWERS were online in 1997. Researchers say apparel, food, and electronics will be next. Some of the better-known retailers already selling on the Internet include Wal-Mart, Barnes & Noble, and J.C. Penney. Sears recently started selling Craftsman tools via the Internet, and the Gap has also added sales capabilities to its site. Two of the fastest growing categories are cars and groceries. The convenience of online shopping has appeal from the biggest to the smallest purchase.

The attraction of the Internet for most retailers is obvious—for a small investment, almost anybody with a personal computer and a modem can set up retail operations online. In fact, commercial sites are the fastest growing part of the Internet.

For customers, Internet shopping offers selection. They can find almost any product or service online in which they are interested in purchasing. Prices are mostly comparable to regular retail outlets. Although some high-volume sites offer discounts, those savings often are diminished by shipping costs. Convenience is also a plus—one of the key advantages of online shopping is that customers can make purchases any time they wish.

Why is online shopping more buzz than reality? There are several obstacles that online stores must overcome. First, download speed must be increased. Customers are impatient and will not wait more than a few seconds for the web site to appear. Secondly, many sites are marred by blurry photographs, crude sketches, indistinguishable color choices, and terse descriptions. Most web sites can't compare

to glossy catalogs. Lastly, customers are concerned over credit card fraud. Security is not foolproof, but software to safeguard financial transactions is available.

One other major hurdle faced by online retailers is that for customers who like people, online shopping is lonely. They can't bring along friends, interact with other customers, or simply watch people. Most retail sites have been described as nothing more than digitized inventory lists, and many of them have the same look and feel of the company's printed catalog. "Online shopping is fundamentally boring," says John McCrea, manager of the Web computer unit of Silicon Graphics, Inc. For some customers online shopping may not save time. Just as when they wander through a mall and stop into stores just to see what they have, customers tend to meander online. Still, aimless online wandering can pay off when customers find that special deal or unique product.

In the future, retailers must design more interactive sites that appeal to customers and then aggressively market them. Retailers are already talking about the day when shoppers can scan in images of themselves to see how they would look in the clothes being sold on an Internet site. That kind of capability is important as apparel merchants try to figure out how to sell over the Internet.

Despite the lack of solid evidence of the profitability of the Internet, the potent customer base makes many companies feel that they have no choice but to explore the online sites. Another factor that's motivating many retailers is fear. They are saying that, "If we're not on the Internet, our competitors might be." Too many retailers, however, may be looking at the Internet as a quick fix. It will probably be five years before most online sites become profitable according to some experts in the field. Now is the time for retailers to learn about merchandising in a non-store environment and to find out what motivates online shoppers and determine what tradeoffs they are willing to make.

Few retailers are making the Internet their only sales outlet. They are taking a multi-channel approach—having a store, a catalog, an Internet site, and a toll-free telephone number. Sales will increase as more consumers learn how to find what they want and become comfortable that they won't be defrauded. Right now, technology is advancing faster than people's ability to absorb it, so it is difficult to gauge the retailer's and the consumer's learning curves and levels of acceptance. Two things must happen before an explosion of Internet commerce occurs: 1) the Internet must be marketed by retailers and financial institutions as a safe, effective means of making a purchase, and 2) a broader base of U.S. consumers must become more experienced in using the Internet.

In the long run, the Internet will be a place where companies can conduct business more efficiently and effectively. Online sites will offer customers more products than they can find in their neighborhood stores, and the shopping experience will be fast and offered in an interactive and entertaining manner. The question in the

future will not be whether the Internet is going to become a retail marketplace but how quickly it will occur and what form it will take.

References

Dugas, Christine (August 29, 1997). Retailers expand offerings to lure shoppers online. ***USA Today***, p. B4.

Ginsburg, Lynn (April, 1997). A recipe for web profits. ***Windows Magazine***, p. 214.

Hansell, Saul (December 1, 1997). Holiday shoppers linking with the web. ***Greenville News***, p. 1A.

Haring, Bruce (March 13, 1997). Net users doing more of their shopping on-line. ***USA Today***, p. D1.

Haring, Bruce (November 14, 1996). Online shopping is what's in store. ***USA Today***, p. 5D.

Jones, Del (November 25, 1997). More entrepreneurs turning to Internet. ***USA Today***, p. B2.

Mannix, Margaret (November 13, 1995). After this, the mall is way cool. ***US New & World Report***, p. 80.

Meddins, Sam V. (June 13, 1996). Welcome to the future of online shopping. ***USA Today***, p. B7.

Neuborne, Ellen (January 29, 1996). Wal-Mart going online. ***USA Today***, p. B1.

Neuborne, Ellen (January 16, 1996). Retailers eye Internet to increase revenue. ***USA Today***, p. 4B.

Pargh, Andy (December 6, 1996). Turning consumers on to Internet shopping. ***USA Today***, p. 40.

Picchi, Aimee (December 6, 1997). Brave new world: Online bookseller hot, profits not. ***Charlotte Observer***, p. D3.

Reda, Susan (October 1997). Online auctions bring thrill of the chase to Internet retailing. ***Stores***, pp. 40-44.

Reda, Susan (March, 1995). Interactive shopping: Will consumers catch up with technology? ***Stores***, pp. 20-24.

Sussman, Vic and Pollack, Kenan (November 13, 1995). Gold rush in cyberspace. ***US News & World Report***, pp. 72-80.

Weise, Elizabeth (December 10, 1997). Shopping the superhighway. ***USA Today***, p. D1.

Weise, Elizabeth (December 10, 1997). Sorting out a sack full of net shopping sites. ***USA Today***, p. D4.

Weise, Elizabeth (November 25, 1997). Turning the net into your personal shopping valet. ***USA Today***, p. D4.

Weise, Elizabeth (December 1, 1996). Go online to avoid hassles of shopping. ***The State***, p. G5.

Williams, Tyler (August 1997). Electronic commerce: Dealing on the net. ***Business Geographics***, pp. 24-25.

Woodyard, Chris (November 28, 1997). Retailers invest in less stressful shopping. ***USA Today***, p. B3.

Ziegler, Bart (December 21, 1995). On-line shoppers look but often can't buy. ***The State***, p. C 12.

BRIDGING THE GAP: AN INTEGRATED PROJECT BY BUSINESS AND SOCIAL STUDIES STUDENTS USING MULTIMEDIA PRESENTATIONS

Joyce Cotten
Nancy Cope
Lee County Senior High School
Sanford, North Carolina

Teachers at Lee Senior High School have made progress toward enriching the levels of instruction for students facing the twenty-first century by tapping into the world's resources while integrating curricula. Overall goals were for the students to communicate, solve problems, process information, teamwork, and apply technology. The integration plan included three curriculum areas in the first year. In part one social studies, world affairs, and computer applications were to be included. The second part was to involve senior English and business with the senior project model and the third was to apply technology and multimedia products across curriculum areas.

Integration of Social Studies, World Affairs, and Computer Applications

Part one has been successfully completed. Lee Senior High School sponsors a Mock United Nations with over 300 students participating annually. This year an extra component was required--a multimedia presentation for each of the resolutions presented by the countries. Sixty-one countries signed up, and the goal was to have at least 20 multimedia presentations to support, endorse, or enhance the resolutions presented. Resolutions were prepared in the areas of Social and Economic concerns and International Security. This year the Mock UN was held in the local Civic Center with more than 400 students participating. Of the fifty-five countries seated, forty-one presented a multimedia product at some stage during the day's debates.

In preparation, consultants were assigned to each country from the advanced computer application (Level III) classes. Each computer application student signed a consulting contract with between three and five delegations. Their responsibilities included coaching students in what a multimedia product really included, developing a storyboard to support and enhance the country's resolution, and finally, actually compiling the presentation with input from the delegation. Research for each country's resolution was extensive and included an Internet Portfolio. Most of the multimedia products incorporated elements from the Internet—national anthems, video clips, and photographs.

Role of the Teacher

Both the business education and the social studies teachers spent a great deal of extra time after school consulting with teams as well as chaperoning. They became a "guide on the side" as they watched and aided with the process. The work was continuous, the demands hard, and the expectations for students high, but the teachers reported that the afternoons spent watching students coaching each other and getting excited about working in team settings were most exhilarating.

The impetus for such an undertaking came as a result of several years' collaboration on integrated projects. In the summer of 1996, these ideas were put together in a grant proposal to develop ways to prepare our students for the coming century by incorporating technology across curriculum lines. Some funding from the Z. Smith Reynolds Foundation was received, and it is being used to develop modules to help teachers create such interdisciplinary units as the Mock UN.

Work is just beginning, however. Initial collaboration attempts have been more successful than anticipated, and teachers want to learn how to put together such a module. They see the need to revolutionize their teaching methods and better meet real-world expectations. Significantly, parents are also getting involved. On the day of the Mock UN, over forty parents were in attendance to see the teams at work. Several were volunteers for the day. Some parents even requested training in how to make multimedia presentations!

Conclusion

At Lee Senior some progress has been realized toward enriching the levels of instruction for students through integrating curriculums. Yet, the need to create a better way to facilitate learning and to link students to the "infosphere" in cross-departmental collaborative models now becomes more imperative!

Marketing: Risking Change

L. Keith Goins
ASIS International
Washington, D.C.

"If you only champion things you're certain are right, you'll never be able to lead a change environment. You have to push, make it happen. You take some risks, because who knows if your vision is right?" Barry Melancon

Is marketing education ready to accept the challenges facing the program today? How will the program be able to survive in an environment of restructuring? Who are the catalysts for change in marketing education? All of these questions must be answered if we are to determine whether marketing will or will not be successful in the years to come.

Some changes spread downward from the national to the local level; sometimes upward from the local level. Meaningful change in marketing education, however, needs to begin with the marketing teacher in each program across the country. Specifically, there are four areas where marketing educators can face change head on and be victorious: giving and receiving information, assessing your market options, evaluating your behavior, and producing leaders.

Get and Give Information

Marketing teachers must be active communicators who seek a free give and take with people. Their audiences would include students, administrators (i.e., principals, vocational directors, supervisors, etc.), parents, counselors, marketing colleagues, faculty and staff, community, and the business industry. Teachers must also seek to be a "humanizing agent" in their relationships with others. By communicating effectively, marketing teachers will be better able to face change and reduce the risk factors involved in changing and incorporating technology into their programs.

Over the past five years several changes have taken place in marketing education, especially in North Carolina schools. One of the major changes affecting most marketing teachers included moving from a traditional schedule to a block schedule (Goins & Swope, 1997). One may ask how this decision represented a risk to teachers? Look at the change that occurred as a result of making that one decision. The change created longer class periods, increased the amount of planning required, caused a reorganization of DECA and school-to-work experiences in some schools, encouraged teachers to change instructional strategies, forced some teachers to experiment with different and sometimes unfamiliar methodologies, and tested the endurance of both teachers and students.

When facing change and deciding on how to cope with change can you must communicate, communicate, and communicate. One of the best ways is to ask questions--you can never ask too many. Seeking knowledge and finding ways to apply knowledge to assist you is essential to successfully negotiating any change.

Assess Market Options

When facing change, seek out options. For example, if a school is moving to a block schedule, ask how the change will affect the marketing program. Make a simple list of the pros and cons for each anticipated change. Evaluate your list and you will most likely realize that the program, as well as your students, may actually be in a better position than they were before. Of course, there are those who resist any change because they are so comfortable in their world that they do not want to learn anything else. If marketing programs are to be successful they must strive to meet change head on--deal with each challenge as it unfolds. By fully assessing your options you can make informed decide about curriculum modifications, restructuring of DECA and school-to-work activities, and determine the best time slot for each component of your program. Sometimes assessing your market options helps you stay focused on why you are in the marketing education business in the first place. Face the challenges and select options that will reinforce your planned strategies, then give them a chance to take effect.

Enable New Behavior

Risking change means also changing your own behavior. In order to provide new and improved services, a marketing teacher must be willing to make improvements. Compare the change process in marketing education to that of starting a business. In both you must first do research to determine why the program is needed. Second, you must determine your target market. Third, decide on how you are going to reach the targeted market effectively and efficiently. Fourth, you must modify, if necessary, existing curriculum/activities to entice potential customers/students. Last, you must work to promote and recruit customers/students that want to reap the benefits of what marketing education has to offer. There are several other factors that can disrupt this process, just as there are in the business world. For example, student placement, course enrollments and even administrative decisions are out of your control. The key is dealing with those factors as they arise, taking risks by accepting change, and most importantly, supporting the decisions through your attitudes and behaviors about the change.

Nurture the Process

You can change behavior by helping people develop a trusting relationship with you, whether they are faculty, staff, parents, students, or business/community leaders. In order assume the risk of change, there must be a motivational, almost an inspirational, aspect that gets you personally involved in what is occurring.

As marketing teachers, you need to be sincere in what you say and do. You must develop your credibility through making program and instructional modifications and then making them work for students and the program. Just as in the business world "the customer is what counts," your students should be the driving force behind change and accepting change. Change must be viewed not simply from the viewpoint of how it affects you, the teacher, but as how it will affect your students.

The production of great leaders starts locally. Marketing teachers must exert leadership. The inertia of any program is such that you won't get there unless somebody assumes the position of leadership. Are you that point person? Are you the marketing teacher there to do what the consensus always says or are you a marketing professional who is responsible--to your students and to marketing education to provide leadership and make the field better with change?

EFFECTIVE LISTENING SKILLS

Mary Alice Griffin
Donnie McGahee
John Slate
Valdosta State University
Valdosta, Georgia

Introduction to the Study

"Effective listening skills" is not a new subject. It has been investigated for many years; however, it is still a major problem in the classroom. To address the problem of classroom listening skills and the barriers that interfere with effective listening, a survey was developed and distributed to 193 students in the Introduction to Educational Computing classes at Valdosta State University, Valdosta, Georgia. The instructions told the students to consider the listening situations in all their college classes. The survey was adapted by permission from one developed by Steven Golen at Arizona State University. A major difference between the two studies was that the students at Arizona State were given a lecture on listening concepts including a discussion of listening barriers and ways to overcome them. The students at Valdosta State were not given any listening instruction.

An analysis of the survey results addressed the following issues:

- Do college students perceive themselves as effective listeners?
- What specific listening barriers do college students perceive as being a major problem?
- What specific listening barriers do college students perceive as rarely or never to be a problem?

Findings

For the most part, college students perceive themselves as very effective listeners. From the 23 questions asked, six barriers were identified as causing listening problems. They are (from highest to lowest) as follows: becoming impatient while listening to the instructor; daydreaming or becoming preoccupied with something else when listening to the instructor; becoming distracted by outside noises, conversations, or environmental concerns; thinking of another topic because of what the instructor has said; lacking interest in most instructors' subjects; and acting as if you are listening when in actuality you are not.

Of the top six barriers, four were the same as those identified by Golen. They were daydreaming, distractions, thinking of another topic, and lack of interest. The

students at Valdosta State considered impatience with the instructor and pretending to listen as leading barriers whereas the students surveyed by Golen did not rank them as high. The question regarding concentrating on the instructor's mannerisms or delivery style was reported to be more a barrier for the students surveyed by Golen than reported for the students surveyed at Valdosta State.

There were four barriers that Valdosta State students did not perceive to be a problem. They are (listed from highest to lowest): avoiding listening because it takes too much time, concentrating on the instructor's dress rather than on the message, refusing to relate to and benefit from the instructor's ideas, and tending to over-react to slang or profanity used in the classroom.

Summary

Although college students perceive themselves as effective listeners, there are a number of self-reported barriers. Several are reported to cause listening problems for students.

Reference

Golen, S. (1990). A factor analysis of barriers to effective listening. The Journal of Business Communication, 27(1), 25-35.

USING THE WEB FOR TRAINING

Terry Harrison
East Carolina University
Greenville, North Carolina

With the increasing diversity among users and the number of individuals who are using Netscape or Internet Explorer, Web-Based Training seems to satisfy basic training needs more efficiently than many more conventional methods. When web-based training is employed, users (1) May log onto the site twenty-four hours a day at their convenience. (2) May adapt a speed of learning conducive to individual needs. (3) Are not limited to one location. (4) Do not require additional equipment to use. (5) Receive a reasonable price for online training for Microsoft Products and any additional tutorials for one year. (6) May free up time for the trainer to concentrate on unique or more advanced requests and trouble-shooting problems.

LearnItOnline

LearnItOnline has proven to be one good source for web-based training materials. The Course Catalog for LearnItOnline is located at (http://www.learnitonline.com). At this location you may view your options for an individual or corporate license. The Ziff-Davis Full Membership rate is $69.95 for an annual subscription to the LearnItOnline tutorial library for training for Windows 95, Microsoft Office 95, and Microsoft Office 97. Other courses will be added to the library throughout the year.

A Group or Corporate Pricing plan is available for institutions interested in making the LearnItOnline training available throughout the organization. The plan also provides a built-in Reporting and Administration function that allows companies to track and monitor employee progress online.

Available Training Packages

Several training packages are available in the plan. Simply click on the tutorial to be selected. Individuals wishing recommendations about which tutorials to select can try the Skills Assessment before starting the course.

- Access 7.0: Level 1
- Windows 95: Introduction
- Internet Explorer 3.0: Introduction
- Access 97: Level 1
- Microsoft Exchange Client 4.0: Introduction
- Access 97: Level 2

- Excel 7.0: Worksheets
- Netscape Navigator 3.0: Introduction
- Notes 4.5: Introduction
- Windows NT Workstation 4.0 Orientation
- Excel 97: Worksheets
- Excel 7.0: Advanced
- Netscape Communicator 4.0/4.01: Introduction
- Excel 97: Advanced
- PowerPoint 7.0: Introduction
- Outlook 97: Introduction
- Word for Windows 7.0: Level 1
- PowerPoint 97: Introduction
- Word 7.0 Level 2
- PowerPoint 97: Advanced
- Word 97: Level 1
- Word 97: Level 2

Teachers could have several copies available in the library for students to use for review. They might obtain a corporate license for the school and require students to work through the tutorials as basic training in labs with the teacher providing further assistance on particular topics and/or projects and testing. Students could even access the training from home if they have a computer with access to Netscape or Internet Explorer!

LINKING MARKETING CONTENT AND EDUCATION

Ellis A. Hayes
Fayetteville State University
Fayetteville, North Carolina

Our public schools' Workforce Development Education team acknowledges the vast and diverse nature of the marketing discipline. In order to succeed in the workplace, marketing students need essential skills that can be adapted to both general and specific requirements. Moreover, the students need to be aware of marketing successes and trends in considering their future pursuits. As instructors, we endeavor to lay the economic, business, and human resource foundations of marketing. That said, a synopsis of current activities should be digested on a regular basis. Following are some items illustrative of "rubber meeting the road" in the marketing arena.

Automation is revolutionizing selling--from marketing campaign configurations to on-site closings--but not without risk, tradeoffs, and setbacks. One example of a transformation in retailing is the emergence of automobile selling via the Internet. Happily, the construction of a powerful marketing database is no longer limited to firms with substantial-to-large budgets. Smarter marketing is accompanying the technology in firms such as catalogers, many of whom are doing a better job of targeting customers. But enhanced technology within the product itself--even if attractively priced, as in the case of newer personal computers--cannot far outdistance customer service, ease of use, and ease of repair if the industry expects to thrive over the long run. Now as before, the customer may get the last laugh. Web sites for consumer complaints have added another dimension to that axiom. Procter and Gamble has made unanticipated market share gains with its Joy dish detergent, thanks to discoveries of customer frustration that were unspoken. P&G market researchers observed that Japanese homemakers used excessive amounts of other detergents, and concluded that a more powerful brand than those generally available would take off. Franchisers have an additional constituent group to satisfy. Holiday Inn is spending a billion dollars on upgrades--an ambitious undertaking with mixed reaction among the franchisees.

Marketing partnerships are on the rise, apparently feasible when any of the following cases are apparent: credibility enhancement, synergy, natural fit, or resource divergence. Managed health care, for example, has not only steadily increased advertising expenditures; it has expanded the promotional mix by collaborating with other businesses such as retailers. A career move/business venture can benefit under similar principles. Ruedi Kulling, a former advertising executive, used simplicity of design to create an interesting new Swiss watch. He considers each timepiece to be one and the same with the brand logo.

Museums are becoming fertile ground for advertising; and movie theaters are increasingly running ads prior to feature films. Talbots Inc., which became a hot '90s retailer by luring new customers, is readjusting its fashion mix to retain its more conservative core clientele. Meanwhile, the images of once-stodgy store brand jeans have been enhanced by creative ads and Web sites.

Business upheavals are being attributed to generational differences, which marketers are attempting to grasp as a vital supplement to understanding the technological, economic, and competitive landscape. A case in point is the cereal manufacturers' attempts to legitimize their products' snack appeal for adults. On a larger scale, attempts to intercept the possible long-term trend toward less Christmas buying may persuade retailers to improve their year-round focus.

The role of exports in economic growth prospects is currently jeopardized by the strong U.S. dollar. Our apparel companies, among others, have already felt unfavorable domestic effects, including layoffs. Swings in market demand must be effectively managed by all industries, but those with global markets are particularly challenged. A brighter competitive picture is seen in KFC's Shanghai restaurant ventures, made successful by the teaming of formidable marketing, rigorous training, and tasty chicken with a huge emerging market.

A competitive edge is becoming less identifiable with prices or quality--their irreplacability notwithstanding--and more with offering customers something truly unique. Companies with this mind-set are learning to market particular characteristics with creative marketing vehicles. Concurrently, a phenomenon of "social entrepreneurship" is blurring the traditional lines of marketplace power. Social visionaries are believed by some to be the emerging builders of tomorrow's great companies. Many will need to successfully coalesce with the temporary workforce, which is making inroads toward improved benefits as the emphasis on business adaptability and flexibility legitimizes temps' increasing role in our economy.

References

_____ 1997, 26 Dec. Holiday finale disappoints retailers--again. ***Wall Street Journal***, B1.

Anderson, P. (1997, 29 Dec.). What Detroit can teach Silicon Valley. ***Wall Street Journal***, A10.

Blumenstein, R. (1997, 29 Dec.). Haggling in cyberspace transforms car sales. ***Wall Street Journal***, B1.

Chen, K. (1997, 02 Dec.). KFC rules fast-food roost in Shanghai. ***Wall Street Journal***, B1.

BEST COPY AVAILABLE

Collins, J. (1997, May). The most creative product ever. ***Inc.***, 82-84.

Galuszka, P. (1997, 08 Dec.). See the doctor, get a toaster. ***Business Week***, 86-87.

Greco, S. (1997, Aug.). Good cheap data. ***Inc.***, 94-95.

Greco, S. (1998, Jan.). Inside-out marketing. ***Inc.***, 51-59.

Gruner, S. (1997, Jun.). The secrets of cross-promotion. ***Inc.***, 99-101.

Harris, N. (1997, Nov.). Sleepless nights at Holiday Inn. ***Business Week***, 66-67.

Kelly, P. (1997, Oct.). When the price isn't right. ***Inc.***, 31-32.

Martinez, A. (1997, 26 Dec.). Successful ads and Swiss watches have a lot of things in common. ***Wall Street Journal***, B2.

Martinez, B. (1997, 01 Dec.). Catalogers refine strategy for their mailings. ***Wall Street Journal***, B9.

McLeod, H. R. (1997). Crossover: The social entrepreneur. ***Inc. Special Issue****: The State of Small Business 1997*, 100-105.

McWilliams, G. (1997, 15 Dec.). Rough waters for exporters. ***Business Week***, 36-37.

Neuborne, E., & Anderson, S. (1997, 08 Sep.). Look who's picking Levi's pocket. ***Business Week***, 68-72.

Neuborne, E., & Weimer, D. (1997, 15 Sep.). Saturday night at the ads. ***Business Week***, 63-64.

Neuborne, E. (1997, 10 Nov.). This exhibit is brought to you by... . ***Business Week***, 91-94.

Neuborne, E. (1997, 24 Nov.). Mmm! Cereal for dinner. ***Business Week***, 105-106.

Quick, R. (1997, 26 Dec.). Cranky customers devise Web sites to air complaints. ***Wall Street Journal***, B1.

Schafer, S. (1997). Supercharged sell. ***Inc. Tech,*** (2), 42-51.

Shirouzu, N. (1997, 10 Dec.). P&G's Joy makes an unlikely splash in Japan. ***Wall Street Journal***, B1.

Smith, J. W., & Clurman, A. (1997, Apr.). Generational marketing. 87-91.

Symonds, W. C. (1997, 06 Oct.). Talbots drops the 'funkier stuff'. ***Business Week***, 164-166.

Useem, J. (1997, Sep.). Treating temporary work as a permanent fixture. ***Inc.***, 28.

MARKETING FOR INDIVIDUALS WITH DISABILITIES

Elisabeth J. Heininger
East Carolina University
Greenville, North Carolina

Successful marketing depends on numerous elements, one of those being effective and efficient implementation of client needs assessments. Further, the ultimate goal of these needs assessments is to enable the marketer to design a program that attracts the target audience based on what they as individuals want and need. Traditionally, this is achieved through the use of such methods as surveys or personal interviews.

This becomes a difficult task, however, when individuals without disabilities attempt to market services or products for individuals with disabilities, as a true understanding of their wants and needs are often misinterpreted. In addition, legislation such as the Americans with Disabilities Act of 1990, as well as demographic trends indicating an increase in the elderly population have necessitated an expanded level of awareness and attention be given towards the marketing of services and products for those individuals with differential needs. It has, therefore, become increasingly important for marketing professionals to be able to recognize and understand the wants and needs of this growing population as their demands for services and products continues to expand in conjunction with their size and societal recognition.

It is possible to provide a solution to this dilemma through incorporating experiential education to assist professionals in the enhanced awareness of the needs of individuals with disabilities and thus optimize the marketing efforts for successful provision of products and services.

PROBLEM SOLVING USING GROUP CHALLENGES

Jack Henson
Morehead State University
Morehead, Kentucky

This paper is designed to assist teachers in their teaching strategy of encouraging students to interact by using group challenges through applied learning while solving problems as a team player. Employing group strategies helps students to first identify the problem, then use eight basic steps to solve it. Learning can be made fun and easier when students get to know each other better and can work and communicate in interactive group challenges to solve their problems. Included below are sample interactive exercises as examples of interactive group challenges that use applied learning.

Problem Solving

What is a problem? In a general academic sense, a problem is considered as the difference between *what is* (the present condition) and *what should be* (the goal). Or, a problem may be considered as the difference between *that which is known and that which is unknown but desired* (Keeling, 1996).

Basic Steps in Problem Solving

There are two basic ways of solving problems. One is the ***informal,*** intuitive way where problems are addressed without specifically considering a sequence of steps taken to achieve the problem. This may be a useful method for people with considerable common sense, much work experience and a good feel for the situation. However, most students lack these skills and should apply what is called the ***formal*** approach for their problem solving. This is an approach where the problem-solver employs more of a scientific method by using the eight basic steps in problem solving:

- Recognizing the problem
- Defining the problem
- Collecting relevant information
- Analyzing relevant information
- Developing alternate solution to the problem
- Choosing the best solution (making the decision)
- Implementing the solution
- Evaluating the results

(Keeling, 1996).

Importance of Communication and Being a Team Member

Business teachers know that in the world of business, communication skills and problem solving are essential and that being a "team player" is a must. In Kentucky, teachers are working to implement the mandated Kentucky Education Reform Act (KERA). One of its new teacher standards states "The teacher introduces, implements, manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge" (New Teacher Standards, 1994).

Group challenges through applied learning may be effectively used to assist students in developing better communication and problem solving skills and becoming responsible team members. One of the difficulties that young students have is their fear of "being wrong" in their thinking or their perceptions of issues or people. They do not trust their own judgment to solve problems and may not trust the judgment of others that they do not know well.

What is "applied learning"? It is the learning processes that incorporate examples that are drawn from everyday experiences in personal, societal and occupational life and that provide concrete, hands-on applications of the material to be learned (Caine and Caine, 1991).

Applied Learning Exercise

The first exercise, *Learning, using Context,* is a group challenge that demonstrates that students can learn through context much quicker and easier than through independent learning. The following short exercises illustrate *Learning, using Context*:

- View and try to memorize samples of symbols representing the alphabet
- Record what they remember from the activity above
- View the same symbols and alphabetic letters in context
- Discuss how they could continue this procedure and incorporate the entire alphabet into code using this set of symbols
- Discuss the pros of how this type of learning can be used in the classroom

Star Exercise

To focus on a pattern and search for a perfect star within the pattern is the direction for this exercise. The point of the exercise is that one needs to have some idea of what he/she is looking for in order to find it. Is it a five-pointed star? A Star of David? A seven-pointed sheriff's star? Is it a big star? A little star? Is it composed of both black and white triangles? An explorer knows that it is important to have thought some of this through before embarking on the search process. As philosopher John

Dewey put it, "*A problem well-stated is a problem half-solved.*" *(From A Kick in the Seat of the Pants, Roger von Oech)*

Alphabet Soup

This exercise, *Alphabet Soup,* provides an opportunity to work together or alone to solve the problem of combining objects and letters to form defined words. Normally, feedback from the teams will show success. Teams may discuss the size of the group and how it affects productivity and the quality of the work. Other discussion questions may include, How did the team organize? Did anyone take a leadership role? Did open discussion help solve the problem?

Hidden Hand

The group challenge, *Hidden Hand*, provides an opportunity to sequence a comic strip through descriptive communication. This exercise will further support Caine and Caine's Making Connections-Teaching and the Human Brain concept. It is suggested that the facilitator lead a follow-up discussion on the communication process used to describe the panels and the means by which decisions were made. Participants should be encouraged to explore ways in which members of the group could have improved the team's performance.

Team Challenge

The *Team Challenge* group challenge requires the application of problem-solving strategies to solve a stepword puzzle. Groups are given 10 minutes to come up with as many different solutions as possible. Discussions should include such questions as:

- How did the group approach the problem?
- Since there is no one single answer, how did the group decide on which words to use?
- How did the time pressure affect group dynamics?

Conclusion

Today's business environment mandates effective communication and problem solving skills. To foster the development of these skills, business educators can no longer depend solely upon the traditional teaching methods to provide these skills. Business educators must adapt their teaching strategies to include the development of interactive skills. The time is now for interactive learning strategies.

References

Caine and Caine. (1991). Making Connections-Teaching and the Human Brain, ASCD, Alexandria, VA: Association for Supervision and Curriculum Development.

Keeling, L. B. & Norman, F. K. (1996). Administrative Office Management (11th ed.). Cincinnati: South-Western Publishing Company.

Regional Service Center of the State of Kentucky. (1993-94). Regional Service Center Associate Manuals. Frankfort, KY: Bob Lumsden, Associate Commissioner.

Ukens, Lorraine. (1994). Getting Together. "Alphabetic Soup," "Hidden Hand," and "Team Challenge," Pinnacle Consulting, Glen Arm, Maryland. Used by permission.

PREPARING OUR BUSINESS COMMUNICATION STUDENTS FOR THE FUTURE

Carolyn Spillers Jewell
Fayetteville State University
Fayetteville, North Carolina

If we teach our students the basic elements, which are necessary in a good letter and the things an effective speaker does during a speech, are they really prepared for a future in the business world? Obviously, the answer to this question is "no." Business communication includes a wide range of interpersonal communication skills and a vivid imagination. Students need to be able to present their ideas clearly and persuasively, and they must be able to use communication techniques, which lead to sound decision making and effective teamwork. Students must also be aware of various communication barriers and know how to overcome them when they arise.

Effective communication happens when writers and readers or speakers and listeners agree about the content of the message. Factors sometimes make this agreement not exact or impossible. Some of these factors are 1) our physical limitations--we can only remember a certain amount of what we read or hear; 2) various and different backgrounds and expectations each individual brings to a situation; 3) the symbolism of communication; and 4) the willingness to five and receive feedback.

Students must take each of these factors seriously. To increase their chances of communicating effectively in the business world, they must accept these factors and use them in a way to aid in the communication process.

They must realize that if they only consider what they want to say and not what the reader or listener wants to hear or may be hearing, effective communication will not take place. True communication is open and responsive. Success in business depends on the communicators learning how communication works.

Actions and words are used as symbolic expression. A smile shows how we feel. The fact that we cannot fully convey our thoughts and feelings to other people is a limitation to symbols. A symbol might mean something different to all parties involved.

In summary, students must be taught that effective communication is vital in business. For mutual understanding and success in business communication to happen, students must constantly work to increase their communication skills and learn the communication process.

THE B*A*S*I*C*S OF CITING ELECTRONIC MATERIALS

Dorothy L. R. Jones
Norfolk State University
Norfolk, Virginia

Within the last few years, there has been a vast increase in the amount of information available in electronic form—CD-ROM, electronic journals, e-mail, Internet documents, on-line databases, electronic bulletin boards, etc. As a result, electronic materials have clearly become the "information resources" of the future. These media provide quick and easy access to a host of options. For example, by connecting to the World Wide Web, a virtual library stocked with up-to-the minute information from anywhere in the world can be obtained. Consequently, students and educators alike are using electronic materials to ascertain data today more than ever before. With this availability, however, has come the need for guidelines on how to cite this information properly.

Just as there was the need to cite books and periodicals when used to support research, so too is there the need to cite electronic materials when used. The basic elements are the same. When quoting or paraphrasing the idea of another person, always provide proper documentation. Documenting sources used demonstrates honesty, enhances credibility, substantiates the accuracy and reliability of the information, and, most importantly, protects the writer from plagiarism. Always give credit to the author or creator of the document and provide as much information as possible for the reader to locate the source cited.

Basic Guidelines

Formal guidelines for citing online sources are beginning to evolve. Currently, there is no universal standard appropriate for all electronic formats; however, most of the better-known style manuals have begun to include information on citing electronic material. Also, there is considerable information available on the Internet. As technology continues to evolve so too does the methodology for documenting this technology.

Although there are many types of electronic publications, there are three basic elements that should be included in any type of documentation:

- Name and form of electronic publication
- Availability
- Date of the electronic source

Types of Electronic Materials

A great deal of information is available in electronic formats. Some of the information is reliable, and some is not. As with print sources, the information must be judged on its own merits and not on the basis of the medium.

The following electronic forms are appealing because they enable individuals to save time and money.

- CD-ROM
- Computer tape
- Electronic mail
- Electronic bulletin boards
- Electronic conferences
- Floppy disk
- FTP Sites
- Gopher Sites
- Internet Relay Chat (IRC)
- Listserv
- On-line databases
- Online sounds
- Online images
- Online video clips
- Software
- Telnet
- Usenet
- Web pages

Example--World Wide Web

Many electronic forms are used as the principal source for secondary research, and the web is being used as the principal source for primary and secondary research. The web is one of the most popular forms of electronic media.

When documenting web pages, include the following elements but format according to a specific style manual and be consistent.

- **Author.** The majority of the time the author's name, or at least a link to the author's home page, can be found at the bottom of a Web page. If the name is not there, check all associated pages before giving up and listing the document with no author. In some cases, the author may be the organization responsible for the site.

- **Title/Name of Publication**. Most pages have a title of some sort. Most web pages are part of a larger set of documents, such as an electronic journal, magazine, or book. If this is the case, it may be appropriate to include the title of the larger publication.

- **Date of Publication**. The date for a web page should include a month and day, since such documents can change frequently. Often a page includes the date when it was last updated, which is equivalent to the publication date.

- **Other Publication information.** If provided, include the volume, series, number of pages, and other pertinent information.

- **Medium/Source**. Indicate what type of electronic form. Specify if it is a CD-ROM, on-line database, web page, FTP or Gopher site, etc.

- **Available Statement**. Provide the complete Uniform Resource Locator (URL) or Internet address. The path should provide sufficient information necessary to retrieve an item. Some of the recommended formats use angle brackets (<>) around the URL to set it off.

- **Access Date.** Provide the date that the information was accessed.

The Modern Language (MLA) Handbook

Jones, D. L. (1997) The abc's of citing electronic resources. *Business Communication Journal*, (On-line) 60, (4 pages) Available: http://www.bcj.org/journals/jonesdlj.html 1997 October 26.

The Publication Manual of American Psychological Association (APA)

Jones, D.L. "The ABCs of Citing Electronic Resources." *Business Communication Journal*, 60 (1997) 55-58, Online. World Wide Web. Available: http://www.bcj.org/journals/jonesldj.html October 26, 1997.

The Turabian/University of Chicago Manual of Style

Jones, D. L. "The ABCs of Citing Electronic Resources." *Business Communication Journal* {Cited October 26, 1997} Available online from the World Wide Web at http://www.bcj.org/journals/jonesdlj.html October 1997.

Summary

It is difficult to list examples for documenting all electronic forms in today's rapidly changing electronic environment because new electronic forms are emerging every day. If a form is encountered for which it is impossible to determine an example, just classify the source by the form it most closely resembles in hard copy and construct an entry that describes the source most correctly. Above all, use the following **BASIC** guidelines when citing any type of electronic material.

- **B** Be consistent.
- **A** Avoid plagiarism.
- **S** Standardize the format according to a style manual.
- **I** Identify enough information to differentiate the source so that others may also access the information.
- **C** Check for accuracy, reliability, quality, and currency.

References

Citing Internet Addresses: A How-to-Guide for Referencing Online Sources in Student Bibliographies". Classroom Connect. (4 pages) Available on the World Wide Web at http://www.classroom/CitingNetRessources.html. November 12, 1997.

Jacobson, Trudi, and Cohen, Laura. "Evaluating Internet Resources." Available at http://www.albany.edu/library/intent/evaluate.html. January 12, 1998.

Li, Xia and Crane, Nancy. Second edition. *Electronic Styles: A Handbook for Citing Electronic Information.* Medford, N.J.: Information Today, 1996.

Stainers, Gail. "Evaluating Information Found on the Internet," Library Learning Center at Niagara County Community College. Available on the World Wide Web at http://lme.mankato.msus.edu/class/629/cred.html

HOGS, SAND, AND FISH: BUILDING BRIDGES BETWEEN SCIENCE AND BUSINESS

Randy L. Joyner
Jon E. Pedersen
East Carolina University
Greenville, North Carolina

The mismatch that exists between education and real-life requirements has surfaced as a major concern related to economic growth and quality of life in the United States of America. This mismatch has emerged from a curriculum designed for a world long past—a world where workers performed menial repetitive tasks under the direction of autocratic management. In this type of workplace, the only "thinkers" needed were management (Drucker, 1989). Workers in this environment needed only to concern themselves with a few tasks, and those tasks often remained constant throughout a worker's career. Indeed, according to Modlin (1990), it was possible for workers to retire without seeing any changes in the workplace. Most education practices prepared workers very well for this type of environment, where innovation was secondary to obedience. Yet, advances in technology, shifts in the labor force, and accelerated demands for up-to-date information presented in different formats have resulted in an emerging need for workers to be able to think and solve problems, i.e., make decisions--not the typical worker describer by Drucker.

Thus, the ability to think creatively and solve problems has emerged as a tool needed by almost every American worker in all types of organizations and at every level in the hierarchy of these organizations (Carnevale, Gainer, & Meltzer, 1990; SCANS, 1991). Educated workers who are thinkers, problem-solvers, communicators, and decision makers will be in demand, and employees who know how to apply their workforce preparedness skills and knowledge in unpredictable circumstances will fare better (Hall & Hicks, 1995). Consequently, workforce preparedness educators as well as educators from other disciplines are being challenged to provide instruction that adequately prepares entry-level workers for today's work environment.

Not only are educators being challenged by business and industry, but they are being challenged by today's students also. Students, today, want a relevant, practical curriculum that prepares them for entry into the workplace (Treichel, 1991). Thus, educators need to incorporate practical examples of real-world activities in their education programs to teach students to solve problems and make decisions. One approach that has been suggested to provide this relevant, practical, and real-world like training for developing problem solving and decision-making skills is telecommunicating via electronic communication (Email). Conducting class projects using Email allows students to cooperate with others of similar interests around the

globe to answer important questions and solve real-world problems (Beasley, 1993). According to Beasley (1995), Email allows diverse groups with differing cognitive abilities, skill levels, ideas, and beliefs to work together to reach a common goal—to complete a project that requir[illegible] simulating a typical real-world like situation where students develop a solution. Therefore, the use of Email in classroom instruction is likely to provide realistic, practical learning exercises for today's students.

The Problem

Instructional strategies for today's students must be perceived as being relevant and practical as well as preparing them for the workplace. Moreover, integrated learning activities between and among disciplines are likely to provide appropriate instructional strategies to develop the ability to solve problems and make decisions that today's students perceive as relevant and practical. Therefore, this study was designed to evaluate students' perceptions of the use of telecommunications in selected business and science education classes toward relevance in providing them a practical learning environment for the world of work. Specifically, the research addressed: Do students perceive electronic telecommunication as a relevant teaching/learning tool in preparing them for the workplace?

Methodology

An attitude scale which asked participants to rate themselves on a number of positive and negative attitudes toward the relevance and practicality of using Email and a real-world problem was used to collect data for this study. Kinzie and Delcourt's scale (1991), designed to measure individual attitudes toward computer technologies (ACT) which synthesizes and augments the research that has been done in this area over the last 15 years (Kinzie, Delcourt, & Powers, 1993; Steinfield, 1983), was refined for this study. Factor analysis was performed on the attitude items to determine if factors would load similarly to the factor loadings on the instrument. Participants completed the attitude scale as a post-test following the completion of the Email project at the end of the semester. A pre-test was not administered due to technology problems encountered by East Carolina University (ECU) in enhancing its email system. Appropriate approvals were obtain from human subject committees prior to the execution of the study.

Procedures

To prepare tomorrow's workforce today, students in selected Business Education (BE) and Science Education (SE) courses at ECU participated in a semester-long project designed to apply knowledge, skills, and abilities as they would be used in the workplace. Students in the BE and SE courses worked together as a team to solve a problem which had implications for both business and science. Thus, the BE students were the business and economic experts, and the SE students were the science/ecology experts.

Specifically, participants were undergraduate students who were either BE teacher education majors or SE teacher education majors at ECU. BE students were enrolled in an administrative procedures course, and the SE students were enrolled in a middle grades science education methods course. Instructors of the BE and SE course cooperatively designed a scientific social issue case study relevant to the eastern North Carolina economy concerning business and ecological issues. For the purpose of this study, three issues extremely important to the economy of eastern North Carolina were used—(1) hog farming and the possible impact on water safety, (2) construction at beach resort property and the possible harmful effects of weather, and (3) microorganisms affecting river water safety. The instructors directed students to select one of the topics; and based on the students' choices, the students were grouped into one of the three areas. Thus, each class—BE and SE—had one group which corresponded to each of the three areas. Students enrolled in the BE course were the "business" consultants and the students enrolled in the SE course were the "science" experts.

At this point, both the BE and SE instructors distributed a fact sheet for each potential problem. From the fact sheet, BE and SE students learned that they had been hired as consultants to recommend to the company's management whether or not the proposed business opportunity should be implemented. Students were to correspond via email to cooperatively research the problem. BE students corresponded with SE students regarding ecological issues, and the SE students corresponded with the BE students concerning business and economic issues. Both the BE and SE instructors provided suggested questions for the participants to consider while solving the problem. At the end of the semester, both the BE and SE students jointly presented to the BE and SE instructors a multimedia presentation describing their research, their recommendation, and their rationale for the recommendation. In addition, the BE and SE instructors provided class time for groups to meet periodically during the semester to prepare a joint presentation for the Board of Directors. The final examination for both the BE and SE course was the formal multimedia presentation.

Results

Preliminary results indicate that both ECU business education students and science education students liked the use of Email and that the participants feel that this type of activity was relevant and practical as it prepared them for the world of work—it was not perceived as being busy work! Therefore, the use of Email does appear to be a viable alternative to provide practical and relevant learning situations that students perceive as appropriate for preparation for their future careers.

References

Beasley, R. E. (1993). My name is different project: Final report. Unpublished manuscript. University of Illinois, Urbana, IL.

Beasley, R. E. (1995). Conducting successful class projects over the Internet. Proceedings of the Twelfth Annual Atlantic Coast Business and Marketing Education Conference, Raleigh, NC.

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). Workplace Basics, The Essential Skills Employers Want. San Francisco: Jossey-Bass Publishers.

Drucker, P. R. (1989). The New Realities. New York: Harper & Row Publishers.

Kinzie, M. B. & Delcourt, M. A. B. (1991). Computer technologies in teacher education: The measurement of attitudes and self-efficacy. Paper presented at the 1991 Annual Meeting of the American Educational Research Association, Chicago, IL.

Kinzie, M. B., Delcourt, M. A. B., & Powers, S. M. (1993). Computer technology: Attitudes and self-efficacy. Paper presented at the 1993 Annual Meeting of the American Educational Research Association, Atlanta, GA.

Modlin, G. (1990). Education for Change. Paper presented at the Seventh Annual Atlantic Coast Business and Marketing Education Conference, Raleigh, NC

Steinfield, C. W. (1983). Communication via electronic-mail: Patterns and predictions of use in organizations. University of Southern California, Doctoral Dissertation.

Treichel, J. M. (1991). Trends and issues in business education for the 90s. Proceedings of the Eighth Annual Atlantic Coast Business and Marketing Education Conference, Raleigh, NC.

U. S. Department of Labor. (1991). What work requires of schools: A SCANS report for America 2000 (Publication No 1991-306-024). Washington, DC: U. S. Government Printing Office.

BUILDING BRIDGES FROM SCHOOL TO CAREER IN THE INFORMATION AGE

Sue Y. Luckey
Morehead State University
Morehead, Kentucky

Two startling facts are apparent: (1) In ten years, at least one-fourth of all current "knowledge: and "practice" will be obsolete; and (2) "The life span of new technologies is now down to 18 months and decreasing." According to the Center for Occupational Research and Development in Waco, Texas, the Information Age, characterized by knowledge explosion and high performance workplaces, affects what we teach and how we teach.

Expect Changes

Some background information is important to see how the economic engine drives education. From about 1760 until 1860, the Agricultural phase of the economy was influential. The Industrial Age began about 1860 and flowed into the Information Age about 1950. We are currently living in the Information Economy, predicted to last until about 2025 when the Biotechnology Economy takes over. According to the Center for Occupational Research and Development (CORD, 1996), these exponential changes which affect education will have been brought on by the economy:

- If you are under 25, expect to change careers every decade and jobs every four years.
- Women will own more than half of all businesses by the year 2000.
- The 40-hour workweek will become a dinosaur.
- Within 10 years, 20 times as many people will be working at home.
- Two-career families will multiply.
- The Department of Labor estimates that by 2000 at least 44 percent of all workers will be in data services.
- During the Information Age, one-seventh of the workforce will be enrolled in higher education, receiving 30 credit hours every seven years.

School to Career

Because of these economic changes, one can see the need for a transformation in education. To build bridges from school to career in the Information Age, education needs

to be realigned with the Information Age, redesigned to achieve this realigned vision, with redefined roles and responsibilities for both faculty and students, and reengineered organizational processes designed to achieve dramatically higher productivity and quality. (CORD, 1996)

One of the ways to build bridges from school to career is through contextual learning. CORD (1997) defines contextual learning as learning processes that incorporate examples that are drawn from everyday experiences in personal, societal, and occupational life and that provide concrete, hands-on applications of the material to be learned. For example, learning is enhanced when presented in familiar contexts (Caine and Caine, 1991). Contextual learning helps make connections through curriculum content. Kolb (1984) indicates that most people learn best experientially.

In order to accommodate appropriate learning challenges in the Information Age, Kolb (1984) describes four learning styles: accommodator, diverger, assimilator, and converger. These four learning styles meet the needs of all students whether they learn best by doing, feeling, watching, or thinking.

In order to bridge the gap from school to career, teachers must understand that students learn in different ways and that transfer of learning from one situation to another is not a given; it is a skill to be learned. Therefore, making connections through curriculum content must be taught in an applied or contextual style. Given the knowledge explosion of the Information Age and the high performance required in workplaces, what we teach and how we teach are both vitally important.

References

Caine, R. N. & Caine, G. (1991). Making connections. Teaching and the human brain. Association for Supervision and Curriculum Development, Alexandria, VA.

Center for Occupational Research and Development, Waco, Texas. (1996). National Tech Prep Network Focus Workshop: Baby boomer learning in the 21st century, September, 1996, San Antonio, Texas.

Center for Occupational Research and Development, Waco, Texas. (1997). National Tech Prep Network Focus Workshop: Contextual learning, applied academics, and tech prep, September, 1997, Nashville, Tennessee.

Kolb, David, (1984). Experiential learning: experience as the source of learning and development. Englewood Cliffs, New Jersey: Prentice-Hall.

TALKING ON PAPER: BUSINESS COMMUNICATION IN THE INFORMATION AGE

Beryl McEwen
North Carolina A&T State University
Greensboro, North Carolina

Business Communication in the Information Age

Business communication has experienced a tremendous evolution over the last 200 years. Since the appointment of the first postmaster in 1775, changes have included the transportation of mail by rail in 1838, the Pony Express in 1860 and express mail in 1970. These changes in postal delivery have increased the speed at which a message moves from the sender to the receiver. However, facsimile and electronic mail now make express mail and even overnight mail seem like "snail mail." In fact, they are often called "snail mail."

Baker (1994) noted that each new decade has brought improvements in business communication technology. Business communication in the information age is characterized by computer technology and satellite systems. Messages are now transmitted instantly via telecommunication technology, which facilitate face-to-face remote communication; by fax machines, which transmit legally admissible hard copies; and by electronic mail, which virtually allows people to "talk on paper."

Talking on Paper

The concept of "talking on paper" captures the essence of communicating in this information age. In a conversation, information flows two ways very quickly and the parties to the conversation are both alone in the generation of the information. There is no consultation with others unless the communication pauses to allow for this. The messages that flow are not vetted by anyone other than the parties to the conversation. Electronic communication (e-mail) allows for written communication at a speed that rivals face-to-face conversations. Bruhn (1995) noted that because e-mail messages are transmitted over phone lines and may be responded to quickly, it is conversational . . . like a phone call. The major difference is that the computer screen replaces the voice and provides a written record. Communicating by e-mail can be likened to "virtual speech" or "talking on paper."

The written record, produced in electronic mail, makes it absolutely important that these messages be created with care to ensure accuracy. Of course, e-mail also requires prompt, speedy responses. The ability to 'talk on paper' is therefore an important skill that all business employees must possess. As such, business communication instructors must begin to teach this vital skill.

Effectively "Talking on Paper"

Students will need to learn not only the steps for using electronic mail systems, but more importantly, the appropriate applications of the system and how to use it to communicate effectively. They will need opportunities to hone their skills or risk entering the workforce deficient in a critical communication skill. Business communication instructors are challenged to compile a collection of activities that are suitable for use in 55 to 90 minute class periods.

Suitable activities will encourage students to:

- read carefully and understand the message received.
- construct a mental response to the message, taking brief notes where necessary.
- compose messages at the keyboard.
- avoid emotional language when creating messages.
- use heading to draw attention to main points.
- use short lines and paragraphs to make on-screen reading easy.
- consider the audience and use appropriate tone and formality.
- avoid sarcasm and dry humor.
- proofread carefully for accuracy and completeness before sending messages.

There are a variety of suggestions for teaching students to "talk on paper." Together with various Internet sources, Yates (1994) and Flatley (1992) offer good points about the effective use of electronic mail in business communication which teachers may employ.

References

Baker, W. H. (1994). Communication and technology, in A. Williams (Ed.). *Communication and Technology Today and Tomorrow.* Denton, TX: The Association for Business Communication, pp. 3-15.

Bruhn, M. J. (1995). E-mail's conversational value. *Business Communication Quarterly,* 58(3), 43-44.

Flatley, M. E. (1992). E-mail: Vital technology to today's businesses. *Business Education Forum, 47*(2), 21-23.

Yates, J. (1994). Electronic mail. In A. Williams (Ed.). *Communication and Technology: Today and Tomorrow*, pp. 105-121.

WORKFORCE SKILLS NEEDED BY HIGH SCHOOL GRADUATES FOR ENTRY-LEVEL EMPLOYMENT

Darlene Mobley
Roanoke High School
Robersonville, North Carolina

Randy L. Joyner
Henry A. Peel
East Carolina University
Greenville, North Carolina

Introduction

Much discussion has occurred in recent years about the need to prepare today's students for tomorrow's workforce in a technology-based global economy. To prepare young people to compete successfully, schools must help students master the necessary reading, writing, math, and computer skills required for employment. Further, students must be able to communicate, think critically, and function in group activities. With today's continued emphasis on technology, they must also understand technological innovations and related issues affecting their personal and professional lives. Consequently, schools must prepare students to live knowledgeably and contribute productively in today's complex national and international workplace.

Documents such as ***America's Choice, High Skills or Low Wages!, The SCANS Report, and America and the New Economy*** have identified educational standards and workplace skills, detailing the state of the American economy and changes in the workplace. The traditional, theory-based educational delivery system may prove inadequate for training the workforce described in these publications. Adequate preparation for the workforce may require different or higher-level skills than those currently taught in public schools. Thus, educators should design curricula and apply appropriate, effective instructional strategies to prepare students for entry-level employment.

The Problem

Recent educational reform initiatives resulting from business, education, government, and community leaders' commitment to an improved workforce and an educated citizenry are based on reports from a number of commissions, task forces, panels, and study groups. Many of these reports have indicated that schools are failing to educate students adequately and have issued improvement guidelines outlining what schools should do to prepare students for the workplace. Considering the need for

employees to possess basic skills and the lack of post-secondary education obtained by students throughout the United States, a critical issue warrants examination: What types of skills do employers in North Carolina require of high school graduates to be employed by their company? That is the primary focus of this study.

Methodology

A survey of the ten largest employers in each of North Carolina' s 100 counties was used to determine basic academic and vocational skills required of employees with only a high school diploma. To generate the Inventory of Workforce Skills Needed by High School Graduates (IWSNHSG), necessary skills required for an educated and employable citizenry were identified through review of the policy and position papers issued by a number of government, manufacturing, and educational organizations. From the list of competencies identified, an instrument was designed to determine the importance of the academic and vocational skills required of entry-level employees with only a high school diploma. This six-page instrument was designed to have an employer's representative indicate the specific skills required of high school-graduated employees. Statements concerning skills or competency levels were generated from a review of current reports on education; and these skill statements addressed not only academic concerns but issues regarding personal attitudes and conduct as well. Additional information about the firms' hiring practices and employee characteristics was also solicited. Data were obtained by requesting participants to rate selected, literature-referenced workforce skills as *absolutely required* (rated as 2.00), *desired but not required* (rated as 1.00), *or not required* (rated as 0.00) of a high school graduate in their firm. Company representatives were also given the opportunity to provide additional comments on entry-level requirements.

Reliability and Validity

After the IWSNHSG had been developed, the instrument was reviewed by three individuals perceived as experts in Workforce Development Education. These individuals indicated that the instrument was designed to obtain the data needed to answer the research questions to be addressed in this study--the instrument was valid and reliable. Upon receipt of the reliability and validity certification, the ten largest employers in each of North Carolina's 100 counties, identified through the Employment Security Commission's on-line Labor Market Information Services Directory, were mailed surveys.

Surveys were addressed to company representatives identified in the Directory, most often the company president or human resources director. Approximately one month after the initial mailing, a follow-up mailing was conducted for those not responding to the first mailing. A phone call was made approximately two weeks after the second mailing in another attempt to obtain a response.

Also requested in the IWSNHSG were skill levels needed by entry-level employees holding high school diplomas. Statements regarding skills or competencies were generated from a review of current reports on education, and addressed not only academic concerns but issues regarding personal attitudes as well. Nine categories were used to group the skill statements for the survey. Category headings were generally patterned after an earlier study conducted by Northern Illinois University (1991), which only broadly defined these skill areas. Each of the nine skill areas was summarized under the following headings: *(1) Reading, Writing, and Math Skills, (2) Communication Skills, (3) Critical Thinking Skills, (4) Group Interaction Skills, (5) Personal Development Skills, (6) Computer Skills, (7) Technological System Skills, (8) Leadership Skills, and (9) Employability Skills.*

Group Comparisons

A comparison was made between the nine categories of skills to gauge their relative importance. Employers were asked to rank each of the nine skill areas in order of importance for initial employment (with 9 being the most important and 1 being the least important). Using responses to rankings of each skill category, the average for each category was determined. Information presented in Figure 1 shows the results of the comparison. Communication Skills was the most important skill area high school-graduated employees must possess, including such skills as being able to communicate using both oral and written forms of communcation. Basic Reading, Writing, and Math Skills, ranking second, were viewed as being more important to employers than most other skill categories. The third most important category was Employability Skills, including skills necessary to maintain quality standards, maintain regular work habits, and take pride in their work. Group Interaction Skills ranked fourth in importance. This category included such skills as working well with colleagues and supervisors, working as team members, and respecting others' opinions. Personal Development Skills were ranked fifth in importance. High school graduates should exhibit self-esteem, establish personal goals, work toward advancement, and desire further education or training. Leadership Skills and Technological Systems Skills were ranked sixth and seventh, respectively. Computer Skills were ranked least important of all. Although participants indicated a need for basic keyboarding skills, little indication was given for other areas such as spreadsheets, databases, and computer-aided drafting. A general observation made from these comparisons was that skills relating to the affective domain; that is, the attitudes, personalities, and emotions of the employees, were generally rated higher than those categories dealing with technical or academic concerns.

Conclusion

A general observation was that skills related to the affective domain were generally rated higher than those categories dealing with technical or academic concerns. Yet, converse to public opinion, the skill category, *Computer Skills,* was

viewed as being less important to employers than most other categories. Therefore, educators have an important challenge to consider when preparing students for the workforce. Awareness of workforce demands and adjustment to prepare students for the 21st century workplace are vital for success in a technology-based global economy. Educators, policy makers, and the public are therefore advised to consider these findings when establishing educational priorities, procedures, and improvement strategies for the future.

References

Carnevale, A. (1991). America and the new economy. Alexandria, VA: The American Society for Training and Development.

National Center for Education and the Economy. (1991). America's choice: High skills or low wages. Washington: author.

North Carolina Department of Economic and Community Development. (1992). Directory of North Carolina manufacturing firms. Raleigh: author.

Northern Illinois University, Center for Governmental Studies. (1991). Building public-private partnerships to improve vocational education in Illinois. Dekalb: author.

Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools: A SCANS report for America. Washington: US Department of Labor.

PUTTING "PIZAZZ" INTO PRINCIPLES OF BUSINESS USING ECONOMICS AT WORK IN THE CLASSROOM

Sue Moon
Amy Singletary
North Henderson High School
Hendersonville, North Carolina

Principles of Business can sometimes be a very dry subject to teach. Try "putting a little pizazz" into your course by using ***Economics at Work*** and still meet the competencies for the ABCs. ***Economics at Work*** is a curriculum resource that contains lesson materials for an entire semester of economics. The 27 lessons are organized in five modules, each of which deals with major economic activities, including producing, exchanging, consuming, saving, and investing. Each module contains a variety of lesson materials, including student guides; teacher's guides, interactive video discs or videotapes, and software.

These materials have been used in marketing and ELP classrooms at North Henderson High School to integrate the ELP and the economic concepts in the various courses in Marketing (specifically Principles of Business and Marketing). Even though the teachers have had the materials for a little more than one year,they are finding the more they are used the easier it is to use them. Students are interested in the information because it makes it "real"--it speaks in their language.

To produce "pizazz," however, teachers must:

- Understand the vast amount of information in this one resource that will enhance the instruction of economic concepts.
- Comprehend that the materials can be used in part (using only certain sections) as well as being used as an entire course.
- Realize the ease of encouraging integration between academic and vocational education.
- Understand and use handouts of actual activities used in the classroom while incorporating the *Economics at Work* materials.
- Comprehend the impact these materials give the students to gain a broader economic knowledge and gain the ability to apply this knowledge as they head for the world of work which requires critical-thinking and decision making skills.

USING PRINT MEDIA TO TEACH MARKETING

William T. Price, Jr.
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

Marketing has become one of the fastest growing industries in the United States. It emerged as a "new" priority in the 1980s when authors in business journals wrote extensively about it and companies increased their focus, staff, and budgets for it. Predictions through the year 2005 indicate an even greater emphasis on marketing and careers requiring marketing skills.

As marketing continues to evolve and its definition unfolds, it should be noted that a major industry throughout the world is the printed media industry. Virtually every country has some type of printed media. The marketing of the products (printed media) within this industry is critical to the success of the industry. There is a vast array of career opportunities within the industry for interested individuals.

Concurrently with the growth of the importance of marketing within industry, there has been a movement in education to integrate academic and vocational education. The intentions of this movement have been to make academic studies more realistic and vocational studies more rigorous. It has been seen that when the two complement one another, the education of young adults is achieved at a much higher level.

The strategy summarized in this paper includes the introduction of a new specialized option for marketing education and a model illustrating a method for integrating academic studies and marketing education. Furthermore, it describes how marketing education can become part of a highly visible aspect of a high school. Finally, it describes a new and innovative marketing option that has been implemented in a high school in Virginia.

School-Based Printed Media

Over the years, it has been seen that many students, faculty, and school administrators are interested in developing, maintaining, and providing printed historical records of their schools. These records have evolved into what are known as school yearbooks and school newspapers. Problems have occurred, however, in the financing of these records. In many schools they have become a heavy financial burden. In most cases, the problem has related to the business/marketing side of developing and providing the records. Instruction has been provided primarily relating to creating the products (yearbooks and newspapers). However, business/marketing instruction has not been provided. Hence, because of the need in the printed media industry for well qualified marketing personnel and the need in the school setting to

develop, maintain, and provide printed media there is a need for a new marketing specialized option, this option being Printed Media Marketing.

A New Marketing Option

In the Fall of 1995 at Patrick Henry High School in Roanoke, Virginia, a new course called Printed Media Marketing (formerly called Photojournalism) was implemented. The course was positioned in the Marketing department and was considered to be part of a new marketing option for students. The course was taught cooperatively by a marketing teacher and an English teacher. A consultant from the Virginia Tech Marketing Education program was also hired to work with the two teachers to further develop the course and overall Printed Media Marketing option. Throughout the 1995-96 school year a model was developed to capture the organizational and operational procedures utilized to implement the new course/program option. In addition to the model, a curriculum and course implementation guide was developed. This guide includes an industry-validated curriculum and recommendations for implementing various components of the model.

Organizational Overview

The Printed Media Marketing specialized option is designed to integrate marketing with English for the purpose of preparing individuals for careers in the printed media industry. The option is operated cooperatively by the Marketing and English Departments. At least one teacher from each department should be assigned to teach the courses in the option and they need to utilize the team teaching approach as much as possible.

The option itself involves several components. These components include classroom instruction, an in-class business, field trips, a professional speakers series, and a business internship. In addition, the development and marketing of various school-based printed media, such as the yearbook and newspaper, are used as projects to assists students in learning marketing and English skills. Also, a variety of teaching methods are utilized to make the learning of the content even more exciting.

It should be noted that enrollment in this new marketing option at Patrick Henry High School has increased from 30 students in 1995-96 to almost 120 students in 1997-98. It seems that this new paradigm for teaching marketing has helped reach a new market of students and has increased the visibility of the marketing program.

CREATIVE USES OF MAIL MERGE

Bonnie Skelton
Clarence White
Radford University
Radford, Virginia

Introduction

The mail merge feature is a "workhorse" of word processing software. Mail merge makes it easy to create personalized form letters, print addresses on envelopes and mailing labels, and assemble legal documents. However, mail merge capabilities do not stop with traditional business applications. With a little planning and creative thinking, mail merge can be used to simplify many routine tasks. It is a very powerful tool for developing telephone lists, personalizing greeting cards and invitations, preparing flyers and advertisements, making certificates and awards, labeling file folders, preparing name tags, setting up schedules, creating seating charts, and even making the answer key for tests.

Mail Merge Terminology and Basics

The first step to creating a successful mail merge of any type is to develop a clear understanding of mail merge terminology. A listing of common mail merge terminology is given below:

- **Merge** - A merge combines information from two separate documents to create many final documents, each of which contains customized information that makes it slightly different from the others.
- **Main Document** - A main document is a document (such as a letter, memo, lease, or contract) that, in addition to text, contains placeholder text (called merge fields) to mark where the variable information (such as names, addresses, or phone numbers) will be inserted.
- **Data Source** - A data source is a document that contains information, such as customers' names and addresses, that will be merged into the main document.
- **Merged Documents** - Merging information from a data source into a main document produces a set of final documents called merged documents.
- **Merge Fields** - Merge Fields are placeholders in the main document that instruct the software to retrieve specific information from the data source.

- **Word Fields** - Word Fields retrieve information from other sources other than the data source (inserts date, information input from keyboard).

- **Header Row** - If the data source is created in the form of a table, the first row of the table contains column or field labels that identify the information in each column. This row is known as the header row. The header row establishes the "pattern" for the data source table.

- **Data Fields** - All other cells in the table that contain information. Data fields are organized in columns.

- **Record** - All of the information about one individual or object. Records are organized in rows.

A successful mail merge involves creating two files. One file contains variable information that personalizes each merged document. The other file contains the standard text along with identifiers showing where the variable information is to be inserted.

The two files can be created in any order. However, the variable information is often collected first and used as the data source for several main documents. A good practice is to use the record containing the most information as the starting point for designing the data source file. Keep in mind that it is better to have too many data fields than to have too few data fields.

In a mail merge, the data source file is linked to the main document so that the software knows where to find the variable information that is to be inserted in the merged documents. For example, to create personalized letters, the variable information such as name, address, and salutation are placed in the data source file. The date, letter body, and closing are placed in the main document file along with merge codes that retrieve the variable information for each letter. When the two files are merged, the merged documents are personalized letters to the individuals in the data source file.

New Ideas

- **Phone Lists**. Customer phone lists are very useful, yet they can be very tedious to develop. Often times the information is already included in a customer data source file that has been used for other merged documents. To create a customer phone list, create a main document file with placeholders, or merge codes, for the customer name and phone number. Merge the main document file with the exiting data source file. The merge results in a handy list of customer names and phone numbers.

- **Custom Cards and Invitations**. Customized greeting cards and invitations created with mail merge produce a personal feel that preprinted cards and invitations cannot match. By combining the graphics features of word processing software with the mail merge feature, it is easy to produce cards and invitations for any special occasion. Place the recipients' names and addresses in a data source file and use clip art, fancy borders and fonts, and other graphics features to develop the greeting or message in the main document. A color printer and/or color paper produces attractive, personalized merged documents. Since the recipients' names and addresses are in a data source file, envelopes can be automatically addressed for each card or invitation.

- **Preparing Flyers and Advertisements**. Mailboxes are crammed full of flyers and/or product advertisements. Many go unnoticed because they do not contain an attention-getting element. Adding a personal touch is one way to grab readers' attention. Use the desktop publishing features of word processing software to create a main document file containing a meaningful flyer or advertisement. Personalize the merged documents by merging the recipients' names from a data source file and printing the documents on brightly colored paper. If the flyers or advertisements are to be mailed, labels can be automatically generated from the data source file. Recipients are more likely to take a second look when they see their names while scanning the items in their mailboxes.

- **Certificates and Awards**. Many businesses and organizations routinely present certificates and/or awards. Mail merge produces professional looking certificates/awards at a much lower cost than preprinted ones. The recipients' names, categories, and award names are placed in the data source file. The main document is created by using the desktop publishing features of the word processing software or by using one of the many pre-designed certificate/award templates available in word processing software. When merged to a high-quality bond paper, the certificates and/or awards take on a professional, preprinted look.

- **Folder Labels and Nametags**. Folder labels and nametags designed especially for laser printers are readily available. By using the label feature of word processing software to develop a main document file to fit the size of label or name tag and merging it with a data source file containing individual names, folder labels and name tags are easily created.

- **Schedules**. Instructors frequently use schedules to assure that all students have equal time on computers and other equipment when resources are limited. By creating a data source file of student names

and merging it with a main document of available times, equipment scheduling becomes a breeze.

- **Seating Charts**. Many instructors develop seating charts to keep track of attendance and to learn the names of the students in their classes. A data source file of student names merged with a main document showing a layout of the classroom is an excellent way to develop a class seating chart that is easily modified when it becomes necessary for students to switch seats in the classroom.

- **Answer Keys for Tests**. The best time to develop the answer key for a multiple-choice test is when the test is being created. If the questions and answers are placed in a data source file, they can be merged with a main document test file or a main document key file to create both the test and the test key. Using the mail merge feature to develop the key allows both the questions and answers to be shown side by side. This is useful when reviewing test answers with students.

Conclusion

When people think of mail merge, bulk mailings, envelopes, and labels normally come to mind. There are numerous other uses for mail merge, and many of them make use of the same data source file of information. The next time you have a project to complete, think about mail merge in a different way. Perhaps you can discover a new use for this very powerful word processing tool.

DIGITIZING IMAGES

Steven S. Springer
East Carolina University
Greenville, North Carolina

New instructional technologies present new challenges and opportunities in the classroom. As we look forward to the future, we must consider the current tools of our trade--the materials which have served in support of instruction up until now. Review these tools for their appropriateness and consider how they might best be integrated in other formats. Graphs, photos, slides, tables, and even three-dimensional objects can become integrated into classroom presentations--even if the classroom is a virtual one with participants in other cities or parts of the world.

This paper deals with three distinct methods of digitizing 1) digital still cameras; 2) flatbed scanners; and, 3) video presentation systems. We will consider the possibilities and limitations of each device and demonstrate their use.

Digital Still Cameras

These devices are quickly coming into the mainstream of education. They are one of the most cost-effective means of digitizing images. Photos taken for newsletters and objects photographed for handouts or presentations to classes are easily taken and quickly integrated into presentation programs such as PowerPoint and HyperStudio. If you are able to afford only the lower end of this product family, you will need to be aware of the limitations of the photos they produce. Most have low and high-resolution settings. Low resolution allows you to take more photos before having to download the images. The disadvantage is that even at high resolution the photos are rather grainy. Certainly you can tell the distinction between a person and a tree, but don't try to distinguish between twins using these photos. Cameras range in resolution from 320x240 up to 1152x864. Higher end cameras are starting to come down in price, but can still take a major bite out of an equipment budget.

Flatbed Scanners

This technology has been available for some time. As such, it has come down in price and increased in its versatility. Now, in addition to the scanning of graphic images, there is reasonably good optical character recognition software that will allow scanning of text information into an editable form. Flatbed scanners can run as little as $200 and usually include software for imaging and image manipulation. The hallmark of these devices is their ability to give a crisp clean image. The software usually provides a variety of formats to allow you to save to a graphics file for page layout purposes or an image compatible for use on the Internet. One other thing to keep in mind is that you may not always want to take full advantage of the resolution available.

Images that are to be going on the Internet can exist as 150 dpi or slightly lower without a noticeable degradation of their appearance on the page.

The drawbacks to flatbed scanners are their inability to deal with three-dimensional objects and serious lack of portability.

Video Presentation

These devices have as many names as manufacturers. One wonderful and versatile tool is Canon's Video Visualizer. There is a sense in which this could be viewed as the opaque projector for the 90's. It is true that the functions are quite similar. The advantage it has is the ability to show photos, film, negatives and three-dimensional objects. The Video Visualizer works in conjunction with a video capture card on a computer, or can be attached directly to a projection device. In fact, many projection units incorporate a version of this camera technology. You can also throw a piece of paper down if you want to provide additional extemporaneous information.

In a desktop publishing course, you are able to show printouts of students' work for class critique rather than having to fiddle with student disks and the distracting task of opening up files while the students sit and wait. You are also able to provide a 6' diagonal image of any three-dimensional object to serve as an example for student projects rather than having to hold up a 3" tall product package.

Video Visualization is the costliest of the three approaches discussed in this paper. Again the cost is coming down on these units, but you can still spend between $1,000-$5,000 on the presentation unit, plus another thousand on the video capture card. Needless to say, it is unlikely we will be seeing one of them in every classroom. But wouldn't it be nice if each media center had one or two for checkout, or use to capture images for presentations?

This model is also somewhat portable and can be connected through a computer to allow capture of images into a digital format or connected directly to a presentation system for "on the fly" presentations. To maximize the usefulness of the images you are able to generate with any of these devices, it is suggested that you secure some image editing software. This isn't crucial since products in the Microsoft Suite have the ability to crop and stretch images, but there may be times when you will want to switch to different formats or perform some advanced image manipulation. For this purpose, either PhotoShop or the CorelDraw package is recommended as reasonable tools for image editing.

Have fun with these new tools, and don't limit what you think you might be able to do with them. Start capturing images, begin throwing them in your presentations, and let your creativity take hold.

CLASSROOM MANAGEMENT: STRATEGIES AND IMPLEMENTATION

Allen D. Truell
University of Missouri-Columbia
Columbia, Missouri

Introduction

A teacher's ability to manage a classroom effectively has long been acknowledged as a necessary skill for effective teaching (Journal for a Just & Caring Education, 1996; Preventing School Failure, 1996; Proctor, 1997). While many teachers believe that the term classroom management is synonymous with the term classroom discipline, classroom management is much more. Classroom management is broader in that it encompasses the entire classroom structure including discipline. In an excellent article entitled *What to Look for in a Classroom*, Kohn (1996) outlined the components of a healthy classroom structure. A summary of this outline follows:

- **Classroom Furniture**. Chairs are arranged around tables to encourage student interaction and are safe and comfortable for working. A comfortable, interactive environment fosters student learning.
- **Classroom Walls**. Examples of student work is displayed. Signs, exhibits, or lists created by the students. Students are rewarded and encouraged to do their bests when their work is displayed for all to see.
- **Classroom Sounds**. The sounds coming from the classroom should be filled with those of ideas being generated. Idea generation is the key to developing student interest and to stimulating student thinking.
- **Classroom Teacher Location**. The teacher should be difficult to locate as the teacher is working with students at various locations throughout the classroom. This approach allows the teacher to work with and to encourage students individually.
- **Classroom Teacher's Voice**. The teacher's voice should be respectful, genuine, warm and not controlling or condescending. The tone of voice is an important communication device that the teacher can use to emphasize sincerity.
- **Classroom Reaction to a Visitor**. Students should welcome visitors and be eager to explain or to demonstrate what they have been doing in class. A positive reaction to visitors by students is a good indication of the overall classroom climate.

- **Classroom Discussion.** Students should address one another directly when discussion complicated issues with the emphasis being on thoughtful dialogue. Such an environment further exemplifies a healthy classroom environment.

- **Classroom Tasks.** Different activities should be taking place in the classroom simultaneously. The various students in the class should be encouraged to work on individual tasks. This method of instruction allows the teacher to foster individual student strengths.

Classroom Discipline

Effective classroom disciple is one of the most difficult aspects of classroom management for both experienced and inexperienced teachers. In the article *How to Create Discipline Problems*, a number of strategies that a teacher can use to facilitate classroom discipline are outlined (Clearing House, 1994). A discussion of these strategies follows:

- **Expect the best from students.** The positive relationship between high teacher expectations and high student behavior has been known for some time. Teachers who expect the best from their students and convey those expectations, will receive the respect and the cooperation of their students. Therefore, a first step in reducing discipline problems is to establish high, positive expectations of students.

- **Make the implicit explicit.** Many problems arise when the expectations regarding behavior are not explicitly stated. An example of not being explicit with expectations would be, "Now Johnny, behave!" By saying "behave" to Johnny, the teacher assumes that Johnny knows what is meant by "behave" which in not likely the case. A better approach is to present the rules of proper conduct at the beginning of the school year and state them in a positive manner. Further, have students assist in the rule making process, they will have ownership in the rules and will be more likely to support them when enforced by the teacher.

- **Rewards, yes--punishment, no!** A factor that creates classroom discipline problems is the overuse of punishment. Therefore, the use of rewards is often a better approach than using punishment. A reward brings attention to good behaviors, offers models for all students, and makes students feel positive about themselves, the teacher, and the class.

- **Let the punishment fit the crime.** When teachers are frustrated, they often create additional discipline problems by using shortsighted, ineffective punishment. For example, "If that behavior does not stop, the

whole class with stay after." All this approach does is to anger students who are behaving properly. A better approach is to let the punishment fit the crime. For example, if a student throws a snowball and breaks a window. The appropriate punishment might be for that student to clean up the snow and to pay for the broken window. This approach allows the consequences to be directly related to the inappropriate behavior.

- **If you must punish, remove privileges.** In cases where there is no natural punishment to fit inappropriate student behavior, the next best option is to remove privileges. Removing privileges is an excellent way to modify student behavior as it fits the way society functions outside of the school walls. People who do not follow the rules in society quickly learn that the consequences of their actions are the forfeiture of freedoms and privileges. Numerous privileges already exist or can be created for use in the classroom. For example, students who complete their work neatly and on time might be allowed to play a computer game. If proper behavior is not exhibited, remove the privilege.

- **Consistency is the best policy.** A great way to foster discipline problems is to be inconsistent with assignments, punishment, and rules. For example, an assignment may be due yet only half the students have completed the assignment. If the teacher extends the deadline so that more students can complete the activity, it is saying to the students that it is okay to skip assignments as there will be an extension. This practice only results in the teacher's loss of credibility.

- **Know each student well.** What is punishment to one student is pleasure to another student. Teachers must know students well enough as to not be punishing students they intend to reward and to reward students they intend to punish. For example, is having a student stand in the hall really punishment? A student might be thrilled to be missing the class. Also, is it really a reward for a particular student to be asked to come to the board to write. That student may be self-conscious about writing on the board and may indeed look for ways to avoid having to write on the board in the future by misbehaving.

Conclusion

The ability to manage a classroom has long been acknowledged as a necessary prerequisite for effective teaching. While many teachers believe that classroom management is the same as classroom discipline, classroom management is much broader. Classroom management is broader in that the entire classroom structure as well as discipline must be included in any plan for managing the classroom.

References

Behavior management as a curriculum for students with emotional and behavior disorders. (1996). Preventing School Failure, 40(3), 124-130.

How to create discipline problems. (1994). Clearing House, 67(5), 248-251.

Kohn, A. (1996). What to look for in a classroom. Educational Leadership, 54(1), 54-55.

Must teachers bear the moral burden alone? (1996). Journal for Just & Caring Education, 2(4), 449-559.

Proctor, W., Jr. (1997). A midyear takeover: How to survive. Teaching Pre-K8, 27(5), 60-61.

GETTING THE MOST OUT OF YOUR DAY: TIME MANAGEMENT STRATEGIES FOR TEACHERS

Allen D. Truell
University of Missouri-Columbia
Columbia, Missouri

"Perhaps we could meet two weeks from Wednesday; that's the first free day I have . . ." "Yes, I'd love to start that new project, but I've got a thousand and one things to finish first . . ." Do the above statements sound familiar? Time management involves more than simply being busy. Time management requires setting clear priorities and making sure that they are achieved in order of importance (Figel, 1997; Hansell, 1997; Parish, 1996). An important step in improving self time management begins with an understanding of the various uses of time (Parish, 1996). Once an understanding of time uses has been developed, strategies of improving self time management can be established. A discussion of five categories of time use discussed by Parish (1996) is presented next.

- **Important and Urgent:** These are tasks that must be done immediately or in the near future. For example, the principal demands an important report by 10 am tomorrow. A student has a seizure in the hall and must receive immediate medical care.

- **Important But Not Urgent:** Attention to this category of time use is what separates effective teachers from ineffective teachers. Most of the really important things in life are not urgent. These important tasks can be done either today or at a later date. In many cases important activities can be postponed forever and are in many cases. For example, that computer course to upgrade professional skills is never taken or that retirement program that needs to be established receives no attention.

- **Urgent But Not Important:** In this category of time use are those things that clamor for immediate action but would be assigned a low priority if examined more objectively. For example, being asked to chair a fund drive, give a speech, or attend a meeting. These activities would normally be considered low priority; but because someone is waiting for an answer, the proposition is accepted--there is no graceful way to decline. Because these urgent but not important tasks have built-in time limits, they are completed while important but not urgent activities are ignored.

- **Busy Work:** There are many tasks that are marginally worth doing and are neither urgent nor important. These tasks are often completed ahead of more important activities because they are diversionary--they provide a

feeling of activity and accomplishment while providing an excuse to put off tackling those important but not urgent tasks that have a far greater benefit. For example, a teacher goes to the classroom on a Saturday morning to do work that had been postponed. After arriving at school the teacher decides to organize the classroom, desk drawers, and files. Basically, the teacher leaves school having only worked on low-priority tasks further delaying completion of the more important, originally planned activities.

- **Wasted Time:** The definition of wasted time is subjective. Teachers who scramble madly to get control of their time often look in vain for things in this category upon which to blame their inefficiency. The problem with wasted time lies in doing busy work and tasks that are urgent but not important.

Managing Time

There are many time management strategies that can be employed by teachers. Among the most common time saving tactics are assigning priorities, controlling interruptions, and avoiding over commitment. A discussion of each of these strategies follows:

- **Assigning priorities.** Rank each task that needs to be performed by its importance (Farrant, 1997; Figel, 1997; Hansell, 1997). For example, make an "A" list (important and urgent), "B" list (important but not urgent), "C" list (urgent but not important), "D" list (busy work), and "E" list (wasted time). Begin with the items on the "A" list and continue working down through the items on the "E" list. If the items on the "C," "D," or "E" have not been attended to in a few weeks of work–delete them from the lists as they probably are not really all that important anyway.

- **Controlling interruptions.** Not being able to control unplanned, low-priority interruptions is one way a teacher can waste an entire planning period or workday. Closing the office door is one way that teachers can keep students and others from just dropping by when there is work to be done. Also, let callers leave messages on an answering machine. By doing so, teachers can respond to all calls at the same time as opposed to being interrupted several times a day by individual callers (Farrant, 1997; Laver, 1997).

- **Avoiding over-commitment.** Being willing to say "no" is one of the hardest things for people to do. Individuals should only be willing to say "yes" to requests when all urgent and important and important but not urgent activities have been completed. The other uses of time are just not that important (Laver, 1997; Parish, 1996).

Running Meetings

The selection of appropriate strategies for running a meeting is as important as the selection of strategies for managing time in general. A list and description of time management strategies to employ when running meetings as presented by Parish (1996) follows:

- **Holding meetings when trigger events occur.** Regular meetings are often little more than a security blanket for people who believe that it is important to meet on a regular basis. Since time is routinely made available, discussion fills the space whether regardless of its effectiveness. By scheduling meetings in response to important trigger events, it ensures that the time is invested only when it is needed.

- **Using the agenda effectively.** The agenda shows the aim of the meeting and directs the discussion in priority order. Thus, an agenda helps to focus the meeting and stop it from drifting off topic. Also, circulate the agenda sufficiently far in advance to allow participants to prepare fully for the meeting.

- **Setting the meeting time.** Where attendees tend to drift off the topic, schedule meetings just before lunch or just before it is time to go home for the day. This strategy provides participants with an incentive to be brief in their remarks. Also, where attendees are cost conscious, writing the cost per minute of the meeting on a flip chart can have a focusing effect. Regardless, ensure that the meeting starts on time as when it starts late, the time of all participants is being wasted right from the start.

- **Employing other useful tips when running a meeting.** Bring the minimum number of individuals to a meeting. When the fewest number of attendees are present, meetings tend to be more effective. Further, ensure that the decisions taken at previous meetings have been acted upon. This practice ensures that the meeting will be seen as more than just "talking shop" and that work is actually being accomplished. At the end of the meeting summarize the points discussed and develop an action plan to carry out the decisions made.

Conclusion

Making the most of the time in a day is one of the biggest challenges faced by teachers. An understanding of time use is an essential first step in improving time management. Among the most common time saving tactics available to teachers are assigning priorities, controlling interruptions, and avoiding over commitment. By implementing these and other strategies, the most use will be made of each day!

References

Farrant, D. (1997). A new look at time leaks. Supervision, 58(5), 3-5.

Figel, M. (1997). Get the most out of your time. American Salesman, 42(9), 3-6.

Hansell, P. (August, 1997). Manage your time. Woman's Day, 13.

Laver, R. (1997). Taking charge of time. Maclean's, 110(4), 53.

Parish, D. H., Jr. (1996). Managing time: A never ending challenge. Unpublished manuscript, California State University, San Bernardino.

BUILDING BRIDGES TO TOMORROW THROUGH CREATIVE TEACHING STRATEGIES IN BASIC BUSINESS

Randall L. Wells
University of Louisville
Louisville, Kentucky

Planning strategies for student learning requires a high degree of teacher expertise. Even with experience, many teachers are still challenged by the nature of learning and the need to meet the wide range of student abilities found in today's typical classroom. A key to planning these strategies can lie in providing a proper mix of methods, techniques, and media as student outcomes are considered. Such a mix will enable the teacher to draw from a "bank" of strategies each day in an effort to plan student activities that are challenging, interesting, and stimulating.

A number of factors should be considered in selecting the appropriate strategies for any lesson. Be aware of some of the following:

- **Students**. What is the grade level? What abilities do they possess? What are their interests and goals? What special needs exist among them?
- **Content.** What is the nature of the material to be learned? Is it something that is entirely new? Will the students find it difficult or easy? Can all students learn the material successfully?
- **Outcomes**. What needs to be achieved? Are there some "best" ways to reach the outcomes? Can the outcomes be achieved in different ways?
- **Costs**. Are there costs for the school? Students? Teacher? Can the added costs be justified?
- **Instructor**. Can the strategy be used effectively by the instructor? Is any particular competence required?
- **Time requirements**. Does the nature of the school schedule allow sufficient time to use the strategy? What are the potential conflicts?
- **Motivation**. Will the students find the strategy one that is challenging, interesting, and stimulating?

- **Flexibility**. Is the strategy suitable? What adjustments are possible during the implementation? Is the strategy realistic and practical?

Factors other than those above will also enter into the decision-making process. As an example, an outdoor activity could be hindered by the weather. The work schedule of an outside resource person will dictate the timing of his or her participation.

A conscientious teacher will attempt to master as many strategies as possible. A variety will help keep interest high as they are used throughout the semester. The following ideas are a few examples of some strategies that can create interest in basic business classes:

Technology

With access to a wealth of information over the Internet, research projects can now become an integral part of basic business classes. Let students select research topics of interest to them to complete and report back to their peers.

Team Building

Providing classroom activities that emulate those practiced by businesses will strengthen student skills for teaming in the workplace. Employers expect students to know how to work in a team environment. Plan a project that requires interaction and participation by all team members in achieving an established goal.

International Business

Integrate activities that relate to international business. We hear every day that we are living in a global economy but few teachers provide learning experiences to promote increased knowledge about business practices outside the United States. Students are usually shocked when they discover the amount of international business being conducted in their hometowns.

Communication Skills

Representatives from business and industry continue to report deficiencies in oral and written communication skills. Plan activities that require students to prepare and present material several times during the school term. Help them to become comfortable in speaking before others; help them organize their thoughts to share with others. These skills are required of everyone in the world of work.

Computational Skills

Plan meaningful activities that help students understand the importance of good math skills. Activities such as selecting a career and preparing an annual budget

based on the income from that career is usually a good eye opener. A lesson presenting the purchasing, financing, and insuring of a car gives good math skill practice.

CREATE WEB PAGES FOR BUSINESS EDUCATION CLASSES

Patricia I. Wilson
Alabama A & M University
Normal, Alabama

What do you do in your classes that is interesting and exciting and that you would like to publicize? What upcoming events are scheduled for your program that you would like to advertise? What creative and outstanding achievements by your students would you like to highlight? What kinds of awards have your students or your program received?

Increasingly, we face the possibility of business education programs being scaled down or phased out. The need to advertise and market our programs is greater now than it has ever been. The Internet is a vehicle that provides a unique opportunity for business teachers to tell their story and to market their programs to all who will hear.

One way to get your story out is to create a web page for your classes and/or your business education program.

What is a Web Page?

A web page is an electronic document that can be read over the Internet. It is a way to publish information that you want others to know. It is a graphical interface and as such supports pictures, graphics, and color. It is a dynamic document that can also support sound, motion, and video. A web page uses hypertext markup language--html.

What is HTML?

A web page can be created with your word processing software in much the same way you would create any other document. Windows 95 versions of Microsoft Office 97 and Word Perfect 7.0 and higher are bundled with the software to insert the html codes. Internet publisher software can be downloaded from the Internet for Microsoft Office 95 software.

Web pages can also be created using Notepad. To use Notepad, you must insert the html tags in the document.

How Do I Get Started?

Tutorials are an excellent way to get started developing web pages. In Microsoft Office 97 a tutorial for creating your first web page loads when you select "browse web"

from the file menu. Many tutorials can be found on the Internet. Even though your word processor is capable of inserting the html codes, your knowledge of what these codes are is important.

What Steps Do I Follow To Create a Web Page?

1. Determine your objectives for developing the web page.
2. Key in the text information in your word processor or text editor.
3. Save the document with a .htm extension.
4. View your document through a browser such as Netscape Navigator or Microsoft Internet Explorer.
5. Select graphics, pictures, videos, etc. that you wish to include and scan these documents into a separate file. Provide a link to the graphics in the word-processed document.
6. Publish your web page (Upload it to a server).
7. Update your web page often.

How Can I Make My Web Page Effective?

Pages should be kept simple and uncluttered. If your document will include several topics, create a "table of contents" and provide links to each topic in the document. This makes it easy for readers to navigate your document. Visit home pages on the Internet for ideas for designing your page.

Use proper grammar, spelling, punctuation, and spacing. This will add credibility to your page and will encourage visitors to return to your site.

Include a link to your e-mail address to invite comments from visitors. Also include links to other sites that might be of interest to you. Make sure your links are current and update the information on your web page often.

Summary

Developing a web page for your school or your classes is a good way to advertise your program and to highlight the accomplishments of your students. Web page design is getting easier because it is not necessary to learn html language to create a page. HTML code can be inserted into documents created with your word processing software. The Internet is a useful source to find information on creating web pages and for tutorials that guide you through the development of web pages.